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ABSTRACT

Presented in this document are results of a study conducted to determine the needs and problems of minority women with regard to vocational education. Information provided includes: (1) a description of the study's objectives, methodologies, and development; (2) an overview of minority women and employment; (3) highlights of Federal legislation pertaining to minority women; (4) strategies for determining the needs of minority women; (5) a discussion of survey findings; and (6) conclusions and recommendations. Specific minority group women considered in the survey include blacks, hispanics, Native Americans, and Asian Americans. Needs expressed by minority women as uniquely affecting their specific racial/ethnic groups are listed. Some of the factors discussed affecting minority women in relation to vocational education include poverty, employment status, educational background, supportive programs, race and/or sex stereotyping, and a lack of role models. Appendices include an annotated bibliography, an interview guide, and short descriptions of programs developed to serve minority women. (EB)

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CONCERNS OF MINORITY WOMEN WITH RESPECT TO VOCATIONAL EDUCATION

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Many persons and agencies interviewed were instrumental in providing information on the needs and problems of minority women with respect to vocational education. They not only cooperated with our survey, but were also willing to provide names of other persons or agencies who, in turn, contributed further to this monograph. We extend our grateful appreciation for the kind assistance and cooperation received from all persons who made this effort possible.

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I. INTRODUCTION

I. INTRODUCTION

Background and Study Objectives

The American Institutes for Research (AIR) contracted with the U.S. Department of Health, Education and Welfare to study the extend of sex discrimination and sex role stereotyping in vocational education programs and assess the methods to reduce or eliminate such inequities. As a part of the study, L. Miranda and Associates (LM&A) contracted with AIR to prepare a monograph which would ensure that the concerns of minority women with respect to vocational education were represented in the larger study.

This monograph will provide the reader with an overview of the concerns minority women have with respect to vocational education. It is not an attempt to compile and analyze a significant amount of raw data; rather it is intended as a complement to existing research.

The objectives addressed in the preparation of this monograph are to:

- o assess the current status of minority women in the labor force;
- o explore what effect the social structure has on the participation of minority women in vocational education;

- provide a forum for minority women and vocational education administrators to express their perceptions of the need and problems of minority women with respect to vocational education;
- generate specific research topics for the larger research study by AIR;
- determine where present gaps in information occur; and
- generate specific recommendations for future areas of research.

The primary activity undertaken to conduct this field assessment was a review of the literature to include pertinent legislation and a series of open-ended interviews with vocational education project administrators, participants, and experts in the field of vocational education for minority women. A wide spectrum of individuals were contacted at the local, state, and national level. Their responses, comments, and observations were then compiled and are incorporated in the body of this report.

While there were many points of agreement, individuals did not view the problem of minority women as identical to the problems of women in general, or identical to the problems among different ethnic groups. And most certainly, various minority group members did not recommend identical solutions to the problems raised.

It was obvious that although strong commonalities exist across race/ethnic boundaries, as well as within gender classifications, the problems confronted by minority women are neither soley minority nor female in nature. So that, while the minority woman may share many attributes with others of her gender, or race/ethnic group, the double negative stigma imposed by her very social structure places her in the unique status of a minority among minorities. Although, in fact, she oftentimes represents a majority within her racial or ethnic group.

The minority woman suffers the additional burdens resulting not only from stereotypes in our social institutions, but by the oppression brought about by poverty, prejudice and the rejection by the society at large of her non-Anglo Saxon cultural heritage. They are oftentimes women who are isolated, handicapped by the lack of access to information and skills development, financially dependent, and uninformed about their rights as women and as citizens.

As a result of the oppression, women from non-majority societies have not developed a positive self-image. And this further acts as an additional burden as they struggle to redefine their own image within a life frame of anonymity, rejection of the majority culture's definition of them, low expectency level and low self-esteem. It comes as no surprise then, to find many minority women, when employed, relegated to employment in low-paying occupations or underemployed.

Terminology Defined

Minority

One of the key terms to be defined in any analysis of minority needs or programs is that of the operational definition of "minority."

Although we do not agree with the categories implied in the definitions below (namely, "Asian or Pacific Islander"), they are the standard government race/ethnic categories revised and adopted March 1977 by the U.S. Office of Management and Budget. The last four groups are those we shall categorize as non-white, minority populations in the United States.

White, not of Hispanic Origin

Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black, not of Hispanic Origin

Persons having origins in any of the Black racial groups of Africa.

Hispanic

Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or orign, regardless of race.

American Indian or Alaskan Native

Persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander

Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent,[1] or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

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[1] The Indian subcontinent was added to the definition of "Asian" in March 1977. Prior to March, persons from the Indian subcontinent were included in the ethnic category, "White."

While using the standard operating definition of race/ethnic groups, it is recognized that these categories are grossly inefficient, as is the all-inclusive term "minority group." Although we will use the term "minority," it is important to point out that it continues to have racist overtones and emphatically negates group size, influence, and importance in various regional/local settings within and outside the U.S.; moreover, there is a conglomerate of persons who are not thought of as "minority," yet by their native and cultural heritage constitute minorities in the framework of the overall U.S. population.

By delimiting the definition to race/ethnic terms, there is a tendency to accept those categorizations as given, without allowing for the great diversity of expressions and intricate patterns of relationships inherent in each of those classifications. For example, Hispanic assumes a homogeneous entity, while it encompasses variety in class, race, language, ideology, and national and cultural differences.

There are also those groups who have special needs, who do not fall under the limited categories designated by the usage of the term "minority," and who do not receive attention because their race, language, or national/cultural origin have been traditionally excluded from achieving their full potential within the established institutions in this country. Certain language minority groups may fall under this category, but will unfortunately not be treated in this report.

In an analysis of reports, data, programs, or other materials related to non-whites, the terms "low income," "deprived," or "disadvantaged" are often equated with minority. While there is frequently a low income factor involved, not all minorities are low income, and certainly not culturally deprived or disadvantaged. By whose standards? Many of the problems and needs of minorities are specific to their subgroup and culture and are not necessarily related to their socio-economic level or the category of nomenclature the majority culture may designate.

Trying to discover whether the vocational needs of minority women are being met or even addressed in the literature becomes quite difficult when terms like "low income" are used interchangeably with the term "minority." This is a gross misnomer and yet many statistical analyses are based on such misclassifications.

While programs and funds are allocated for "minorities," it is often observed that those who implement Federal programs and policies for targeted groups are primarily white males. This may have an inordinate biasing effect on programs which are designed for minority women.

With the above shortcomings in mind, the Federal government race/ethnic categories will be used in this paper simply as a common identifier so that the materials and research available can be discussed as they relate to the vocational needs of women who, because of their race, ethnicity, and/or language, still continue to be excluded from achieving their full potential even when compared to white females.

Vocational Education

The term vocational education as used in this report will be the same as that defined in the Vocational Education Act. That is, vocational education programs are those which prepare an individual for paid or unpaid employment in occupations that require training but do not require a baccalaureate or advanced degree. The term vocational education also encompasses training or instruction which is necessary to prepare a student to receive occupation-related training. This includes, but is certainly not limited to, such activities as English as a Second Language (ESL) and remedial education courses.

Why the Focus on Minority Females

The long history of neglect and discrimination against minorities and women in employment has been well documented many times over and need not be reviewed again. However, very little parallel documentation is available on the status of minority females and the world of work. We have briefly highlighted several reasons why minority females should be considered as a separate and distinct group from minorities in general and other females in particular.

1. There is a substantial difference in the intensity of pressure resulting from the discrimination received by minority women as compared to male minorities and female whites. The minority woman faces the oppression of sexist discrimination within a racially unbalanced society. Moreover, she receives the oppression forced upon her by males of her race/ethnic origin who many times displace the anxiety of racial oppression on the females of their group.

2. The incidence of poverty is greatest among minority females for every socioeconomic index (with the exception of several ethnic women, e.g., Filipino, Cuban) as compared to either white females or minority males.

3. The majority woman does not suffer from dialectical and native language discrimination as do many minority women.

4. The educational attainment of minority females is lowest among all other females and lower than the attainment of other minority males.

5. There is a need to better understand the distinction between sex and racial discrimination and their consequent effects. The economic status of minority females fully epitomizes the effects of racial and sexual discrimination in this country.

6. The minority female is furthest removed from the traditional value systems and standards imposed on others of this society which are primarily based on the white male model. The minority female represents the antithesis to this model.

7. This society is obligated to provide women of a unique status among other women in this country, and more greatly affected by the dual discrimination of the female and multiple discrimination of race, language and ethnicity, the equal chance to a full and equitable opportunity to the benefits entitled to them as citizens under our constitutional laws.

8. The minority women, because of their high rate of unemployment, must be a primary target for vocational educational programs.

9. The disparity in income between minority females compared to minority males and the society at large, points to the need to treat the minority woman as a high risk group in programs which prepare an individual for "paid" employment or occupation-related training.

II. MINORITY WOMEN AND EMPLOYMENT

L. Miranda and Associates

II. MINORITY WOMEN AND EMPLOYMENT

Inaccurate Data

The varying methods of data collection by Federal agencies make it difficult to conduct accurate comparative analyses across many of the subgroups categorized "minority women." At the Department of Labor, for instance, several primary publications containing data on women combine Blacks, Native Americans, and Asians in one category. At the same time, many of these same documents state that 93 percent of the Hispanic population is white. Consequently statistics given for white populations include Hispanics. Hispanics, therefore, are sometimes excluded from minority population counts.

Interpretation of population data becomes even more confusing across Federal agencies. Unlike the Department of Labor, the U.S. Bureau of the Census recently began to collect comprehensive information on Hispanics as a category distinct from white. They also collect information on ethnic groups within Hispanic populations. These statistics were first collected in November of 1969, but changes in data collection were instituted in March 1973 making longitudinal comparison nearly impossible.

Because of the varying methods of data collection, the discussion of minority women in employment will be done using the Department of Labor statistics to discuss Black, Native

American, and Asian women; and the U.S. Bureau of Census information will then be used to discuss the status of Hispanic women. Since different agencies are responsible for data collection, comparisons between Hispanic and other minority women will not always be possible.

Although minority women comprise 13 percent (4.6 million) of all women workers, a higher percentage of minority women (49 percent) were in the labor force in 1975 than white women (46 percent).[1] This difference is even more marked for women between the ages of 25 and 34, with 65 percent of all minority women working as compared to 56 percent of the total of white women.[2]

Minority women workers are concentrated in service occupations while white women workers are clustered in clerical occupations,[3] although the participation of minority women in household service occupations has dropped sharply the last ten years, from 35 percent to 9 percent,[4] while the number of minority women in service occupations has risen.

Despite the narrowing of the education gap, minority women workers' median income is 94 percent that of white women workers.[5] The disparity is even more striking when compared to the male income. Minority women workers earn only 73 percent[6] of the median income for minority men, despite a greater educational attainment of minority females over that of minority males.[7]

Low incomes that placed a family in a poverty classification were more prevalent for minority women than any other group during 1974. Two out of five families headed by minority women had incomes below the poverty level, while one out of five families headed by white women had incomes below the poverty level.[8] Among the minority women heads of households who were employed full-time, the incidence of poverty was 15 percent, more than three times that of white women who were employed full time.

The incidence of poverty increases for the mature minority woman worker living alone. Fifty-two percent of minority women 55 to 64 years of age had incomes below the poverty level and 68 percent of women 65 or older had incomes below the poverty level.[9] This is primarily due to the high concentration of older minority women in private household work and other service occupations. It is interesting to note, however, that older minority women with diplomas are more likely to be in the labor force (67 percent) than older white women with the same degree (59 percent).[10] Older minority women were also more likely to be working than older white women.

Any discussion of the employment status of minority women must also reflect the number of minority women presently seeking work who are unemployed. It does not encompass those who have become frustrated in their attempts, and have dropped out of the labor force altogether. These women are not picked up in any statistics; their numbers are large. Minority women, who often experience both sex and race discrimination, had a jobless rate of 13.6 percent in 1976, while the rate was 7 percent for all men and 8.6 percent for women in general.[11] The only group to reflect a higher rate of unemployment was young minority women in the 16 to 19 age range with a rate of 39 percent. These figures are almost 4 percent higher than those of young minority men with an unemployment rate of 35.4 percent and more than double that of young white women (16.4 percent).[12]

The statistics gathered for specific race/ethnic women are incomplete. Sparse information exists on the present status of Asian and Native American females in the work force. The most complete compilation are those gathered from the 1970 Census and are therefore outdated and not contained in this monograph. Limitations on this report prohibited us from extensively gathering such information. Statistics on these two groups, however, should be included in the larger AIR report.

Statistics on Black women, on the other hand, were much more readily available. We have, however, omitted a discussion of these inasmuch as Blacks compose over 95% of the statistics denoted as "minority" by the Bureau of Labor Statistics, while the racial category "Black" is included in most Bureau of the Census Population Reports. Again, due to the time and monetary constraints on this report, we only focus on a brief discussion of the general descriptive characteristics of Hispanic women.

Hispanic Women

It must be indicated at the outset that the statistics which follow below are many times reported in the aggregate for all Hispanic women. In many instances, ethnic breakdowns were not available; in other cases, the overall Hispanic average did not vary significantly for each subgroup. For the most part, however, key statistics vary widely for Chicanos and Puerto Ricans as compared to Other Hispanic groups from Central or South America, and most dramatically with Cuban immigrants. The social, economic, and historical development of these two latter groups of Hispanic immigrants is vastly different from the experiences of Chicanos and Puerto Ricans. Many of the statistics below are therefore more strikingly low if accounted for only Chicanos and Puerto Ricans.

The Bureau of the Census, in its Current Population Survey of March 1976, identified 5.3 percent[13] of the total population as Hispanic. This percentage represents 11.1 million persons.[14] Of that total, 59 percent are of Mexican American origin, 16 percent are of Puerto Rican origin (excluding Puerto Rico), 19 percent are of Central, South American or other Spanish origin, and 6 percent are of Cuban origin. During the second quarter of 1977 (April-June) the unemployment rate for women of Spanish origin was 9.8 percent,[15] almost twice than that of men of Spanish origin.

Young females 16 to 19 years of Spanish origin had a higher unemployment rate for the same quarter (23.8 percent) than males of the same age and origin (21.2 percent).[16]

There are two factors which will have an effect on the number of young Hispanic women seeking employment in the future. First, the Hispanic population in the U.S. is a young population. In 1976, 49 percent of the Hispanic population was under 18 years of age, while 31 percent of the entire U.S. population was under 18 years of age.[17] The second factor which will contribute to the increase in young Hispanic women seeking employment is the annual increase in the population of National immigrants. About 36 percent of the persons admitted to the U.S. in 1975 were under the age of 20 and more than half of these were persons from Spanish-speaking countries.[18]

Hispanic women are concentrated in clerical and service occupations--34.9 percent in clerical and 21.1 percent in service occupations.[19] In the service occupations there are substantial differences among ethnic Hispanic groups. While 26.1 percent of the Mexican American women were service workers, only 10.9 percent of the Puerto Rican women were employed as service workers.[20]

Among persons of Spanish origin there is a marked difference of income by sex, especially in higher incomes. While 17 percent of Hispanic men had incomes between $10,000 and $15,000, only 2 percent of the women were in this range.[21] This difference in incomes is also reflected in types of occupations: 7 percent of Hispanic men are employed as managers and administrators and only 3 percent of Hispanic women are in those professions.[22]

Educational attainment for persons of Spanish origin is rising among younger generations. Of Hispanic women 15 to 29 years, 83.5 percent had completed 4 years of high school or more, while for the total female Hispanic population, only 37.3 had completed 4 or more years of high school.[23] Large differences are also evident among Hispanic groups when only 53.5 percent of Mexican women 25 to 29 have completed 4 or more years of high school for the same period.[24] Differences in educational attainment are also reflected in income. The median income for all Hispanic women is $3,385, while the median income for Mexican American women is $2,750.[25] Gains in educational attainment, however, are not well reflected on the basis of income when compared with Hispanic men. Hispanic men had a median income of $8,853,[26] more than twice that of Hispanic women. This was consistent across all Hispanic groups and within age levels. This is most discouraging since the median educational attainment for Hispanic women (10.0 years) was only slightly less than that of Hispanic men (10.3 years).[27]

Currently there are 2.5 million Hispanic families in the U.S.[28] One-fourth of these families had incomes below the poverty level. For families headed by a woman, half had incomes below the poverty level.[29]

This situation is further compounded by the larger number of children in the Hispanic family with average family size of 4.19[30] members as compared to 3.37 for the U.S. population as a whole.

Footnotes

1. U.S., Department of Labor, Minority Women Workers: A Statistical Overview, Washington, D.C.: U.S. Government Printing Office. 1977. p. 2.

2. Ibid., p. 2.

3. Ibid., p. 6.

4. Ibid., p. 6.

5. U.S. Department of Labor, The Earnings Gap Between Women and Men, Washington, D.C.: U.S. Government Printing Office. 1976. p. 4.

6. Ibid., p. 6.

7. U.S. Department of Labor, Minority Women Workers: A Statistical Overview, Washington, D.C.: U.S. Government Printing Office, 1977. p. 5.

8. U.S. Department of Labor, Why Women Work, Washington, D.C.: U.S. Government Printing Office. 1976. p. 2.

9. U.S. Department of Labor, Mature Women Workers: A Profile, Washington, D.C.: U.S. Government Printing Office. 1976. p. 11.

10. Ibid., p. 4.

11. U.S. Department of Labor, Minority Women Workers: A Statistical Overview, Washington, D.C.: U.S. Government Printing Office. p. 2.

12. Ibid., p. 2.

13. U.S. Bureau of the Census, Population Characteristics, Persons of Spanish Origin in the United States, March 1976, Washington, D.C.: U.S. Government Printing Office. 1977. p. 1.

14. Ibid., p. 1.

15. U.S. Department of Labor, Statistics for September 1977.

16. Ibid.

17. U.S. Bureau of the Census, Population Characteristics, Persons of Spanish Origin in the United States, Washington, D.C.: U.S. Government Printing Office. 1977. p. 1.

18. U.S. Congress, House, Committee on Labor and Public Welfare, Elementary, Secondary and Vocational Education Programs. Hearings before a subcommittee of the House Committee on Labor and Public Welfare. 94th Cong., 1st sess., 1975, p. 31.

19. U.S. Bureau of the Census, Population Characteristics, March 1976. Washington, D.C.: U.S. Government Printing Office. 1977. p. 8.

Footnotes (continued)

20. Ibid., p. 8.
21. Ibid., p. 28.
22. Ibid., p. 27.
23. Ibid., p. 22.
24. Ibid., p. 22.
25. Ibid., p. 6.
26. Ibid., p. 28.
27. Ibid., pp. 24-25.
28. Ibid., p. 10.
29. Ibid., p. 12.
30. Ibid., p. 11.

III. HIGHLIGHTS OF PERTINENT FEDERAL LEGISLATION

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Over a period of years the Federal government has enacted civil rights, education, and training legislation which interfaces with vocational education as it pertains to women and minorities. This section will provide a summary of that legislation and highlight its impact or potential impact on vocational education for minority women.

Title VII of the 1964 Civil Rights as Later Amended

This legislation prohibits discrimination based on sex or race in hiring, training, and any other conditions of employment. It covers employers of fifteen or more employees including public and private employees, agencies, labor organizations, labor-management apprenticeship committees, state and local governments, and education institutions.

The purpose of this act is to insure equal opportunity in employment and in those activities, training, and apprenticeship programs necessary for women employees to gain new skills and become upwardly mobile.

Enforcement of this act guarantees that minority women have equal access to public and private vocational education programs.

Vocational Education Act of 1963 as Amended in 1968

The Vocational Education Act assists States in improving planning for vocational education and manpower training. The Act also authorizes Federal grants to states to assist them in:

- extending, improving and maintaining vocational education programs;
- developing new programs;
- developing and implementing programs to overcome sex discrimination and sex role stereotyping in vocational education; and
- providing part-time employment to youth who need such employment to continue their vocational training on a full-time basis.

The Vocational Education Act contains provisions enforced by specific regulations that the state five-year plan and the annual program plan be reviewed for civil rights compliance, particularly in the program areas serving women, minorities, and the handicapped.

The Act as amended contains several sections intended to insure that the needs of bilingual persons are addressed in the planning and implementation of state programs. The provisions covering bilingual education range from pre-school to higher education; from national multi-year planning by advisory councils to immmediate local needs in the direct delivery of services.

These provisions and subsequent regulations are intended to insure awareness of needs and delivery of programs to persons of limited English-speaking ability at the national, state, and local level. The Act also provides for a categorical program, Part J, which authorizes grants and contracts for bilingual vocational training. The purpose of the bilingual vocational training programs are to provide persons who have left or completed elementary or secondary school and who are unemployed or underemployed because of limited English-speaking ability. This section provides training that will enable them to enter (or re-enter) the labor market with increased skills.

However, a review of recently funded programs under Part J: Bilingual Vocational Education Act shows grantee projects to perpetuate sex stereotyping by the choice of occupational categories they represent.

The Act also authorizes grants and contracts for the training of teachers and guidance personnel necessary for the implementation of bilingual vocational education.

Other sections of the Act address the needs of the American Indians. The Federal government defines procedures by which an Indian organization or tribe can apply and contract with the Federal government in order to provide vocational education to American Indians. It is important to note that the provisions of the Act applying to vocational education of American Indians is not contained in Part "J", although vocational education for Indians is often bilingual.

The Act also mandates and provides the mechanism for linkages with Comprehensive and Training Act programs at each level of implementation, from the planning of programs through the actual delivery of these programs.

Women's Education Equity Act (WEEA) of 1974

This Act authorizes the Commissioner of Education to award grants and enter into contracts with public agencies, nonprofit organizations, and individuals for projects designed to contribute to educational equity for American women. One of the requirements of the WEEA regulation is that all projects be sensitive to the issues of cultural diversity.

In recognition of the various population groups to be addressed by the Act, there is a category of funded projects which may focus on approaches to educational equity for women relating to one or more population groups based on race, ethnic origin, age, socio-economic status, or residence.

In 1976, WEEA funded 26 projects for special target groups--Native Americans (7), Blacks (8), Hispanic (7), and Asian Americans (4). Five of these projects related to vocational education concerns.

Title IX of the Education Amendments of 1972

Title IX provides that no individual, based on sex, shall be excluded from participation in, denied the benefits of, or be subjected to discrimination by any educational program or activity receiving Federal financial assistance.

Title VII of the Elementary and Secondary Education Act of 1976 as Amended

The aim of this program is to help all children attain equal educational opportunity. More specifically, it seeks to encourage the establishment and operation of educational programs using bilingual education practices, techniques, and methods for children of limited English-speaking ability (LESA). The program proposes to fund demonstrations of effective ways of providing instruction enabling LESA children to achieve competence in the English language while using their native, or dominant, language. Bilingual education is defined as an instructional process whereby English and a native tongue are both utilized in the classroom.

Comprehensive Employment and Training Act of 1973

The Federal government has attempted through the passage of the Comprehensive Employemnt and Training Act (CETA) to pull together several Federal categorical programs and institute decentralized policy setting, decision-making, and fiscal control.

Under CETA, funds have been allocated to mayors, county executives, governors (prime sponsors) and, in the case of Title III, consortia of private nonprofit organizations who select the manpower programs to be operated and the contractors who shall operate them.

The Act also calls for the creation of a Manpower Planning Council in the community that is required to have representatives from the client community and community-based organizations. The council has the responsibility to help plan manpower programs, as well as monitor and evaluate the conduct of the programs.

Several Titles of CETA have a bearing on minority women with respect to vocational education:

- TITLE I. Title I provides that funds granted under this title shall be used by community-based organizations for the administration of programs such as on-the-job training, upgrading occupational skills, work experience, and job development. It also provides for such activities as job orientation, counseling and outreach, and such supportive services as medical care, child care, and remedial education.

- TITLE II. Title II authorizes a program for geographical areas with high unemployment. Funds are appropriated for transitional employment in jobs providing needed public service. These public service jobs combined with appropriate training are to lead to permanent jobs in private firms and organizations.

- TITLE III. Title III authorizes programs to special targeted groups. There are four main operating programs under Title III.

  (1) Section 301 provides for a series of programs to serve the needs of special target groups such as persons of limited English-speaking ability, ex-offenders, and older workers. Section 301 does not have an authorized funding level. After making application, Section 301 funds may be received from Title I prime sponsors. The prime sponsors also arrange target groups in priority order so that Section 301 most often has little effect on minority

women, although the wording of the Section would appear otherwise.

(2) Section 302 authorizes programs to serve Native Americans. Funds are designated for use by a tribe or group of tribes recognized by the Federal government as political entities. These tribes then function as prime sponsors, establishing training programs on reservations.

(3) Section 303 authorizes programs to serve the needs of migrant and seasonal farm workers. The composition of migrant and seasonal farm workers is largely Hispanic and Black with some Native Americans and Whites.

(4) Section 304 provides for services to youth. These funds have been used primarily to support summer youth programs. Summer youth programs tend to be make-work programs to keep low income youth off the streets.

- TITLE IV. Title IV provides for the retention of the Job Corps program begun under the Economic Opportunity Act of 1965. The person of limited English-speaking ability is not specifically mentioned in Title IV, but bilingual occupational training programs do exist at six centers.

The Job Corps program has also sponsored workshops to provide other CETA programs with training techniques and material for bilingual programs.

- TITLE VI. Title VI provides for temporary public service jobs to alleviate periods of high unemployment. Title VI favors persons who have exhausted their unemployment benefits or who are not eligible for such benefits. Title VI funding is tied to the jurisdiction's rate of unemployment. It is intended as a stop-gap measure and does not provide for training.

Adult Education Act: Emergency Adult Education for Indochina Refugees

The purpose of this program is to provide grants to state and local education agencies to operate special adult education programs for adult Indochina refugees. The aim of the program is to facilitate the integration of adult Indochina refugees into American society and to contribute to their employability.

The Cuban Refugee Program

The major influx of Cubans into the United States consisted initially of the persons who were most able to get out of Cuba during the political turmoil of the Cuban Revolution which brought Fidel Castro to power in 1959. Cubans did not come to the United States as the immigrants of former times, but as political exiles and refugees under the aegis of the United States government - 459,835 Cubans have registered in the Cuban Refugee Program. For the past

12 years, the government has pumped and invested millions of dollars ($525 million in a four-year period alone) into the unlimited Cuban Refugee Program approved by Congress in June 1962 and administered by the Department of Health, Education, and Welfare, and most recently the U.S. Department of Labor. In 1974 alone, the fiscal appropriation was $129 million. It includes, among other benefits, financial assistance to Cuban emigres; open access and entry into the United States; aid in processing port of entry requisites; broad employment and training services, including job counseling and referrals; vocational training; English language classes special financial allocations to social service agencies who furnish aid to the newcomers; and authorization for the Cuban Student Loan Program. The generosity of the U.S. government has encompassed all government agencies, including the armed forces.

IV. STRATEGY TOWARDS NEEDS ASSESSMENT

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Network Strategy

Minority women have been greatly overlooked by existing adult and vocational education programs. The lack of valid research literature, as well as reliable data which reflects the occupational status of minority women, has resulted in a gap for identification, analysis, and evaluation of what is available. The impact of present and proposed vocational education programs on the minority woman is also an unknown factor.

Proceedings from the hearings of the House Committee on Education and Labor, Subcommittee on Elementary, Secondary and Vocational Education, indicate that available statistics from state plans demonstrate that existing vocational education programs are serving a low proportion of minority women. Extant program designs reinforce the sexual stereotype of the minority woman by relegating her to a minority position among minorities.

Our strategy toward needs assessment was based on a network identification of persons from (1) the literature, (2) practitioners and other experts in the field, and (3) Federal officials in relevant program areas. These sources were utilized in identifying a national cross-section of persons across ethnic/racial groups and divergent programs for inclusion in our telephone survey.

This strategy was indicated by the lack of available printed sources, the scope of the population of inquiry, and the decision to consult women who represented the various minority groups, as well as experts in the field. Too often, self-appointed spokespersons have attempted to generalize from their limited experience the gamut of needs, aspirations and desires. The selected approach represents a modest attempt at correcting that situation.

A comprehensive list was obtained of the grantees under the Vocational Education Act and a list of CETA prime sponsors. Several programs whose titles or descriptions identified involvement with minority women were identified and the directors of those projects contacted. Project directors supplied the names of other persons in or outside their projects who had experience or interest in the vocational education of minority women. In this manner, a national network was formed.

An additional but rather informal network of persons was also drafted using our personal contacts of minority females with demonstrated expertise and experience in vocational education including program recipients.

Open-ended interviews were then conducted with persons from each of these networks forming the core of our respondents. This open-ended survey yielded responses which enhanced or validated the information already assembled from the literature and legislative documentation available. Due to the scarcity of time and budgetary constraints, this paper represents an afterthought, a miniscule fraction of the overall study, scope and budget; a more formal and elaborate strategy for information gathering was not possible.

Instead, we relied on a strong informal network of experts in this field and our own record of experience in this area as a minority, female-owned business.

Literature Review

Literature was gathered by reviewing special indices, and available vocational education literature collections through clearinghouses and various libraries, as well as searches of The Reader's Guide to Periodic Literature and unpublished papers delivered in recent conferences available at LM&A. The literature search included a review of:

- journals, periodicals, books, unpublished papers, conference proceedings, and pamphlets published within the last five years containing material pertinent to the changing status of vocational education;
- comparative studies across and within minority population groups emphasizing the role of women in traditional and non-traditional settings;
- legislation including the Federal Register and certain state and local regulations governing the delivery of vocational education programs; and
- demographic and population statistical reports of minority women in the United States.

Additional articles and relevant reading material was also recommended to LM&A by many of the persons interviewed. Many of these are incorporated in our annotated bibliography in Appendix A.

Interview Schedule

An open-ended questionnaire was designed and interviews were conducted with those persons identified through the network process. Twenty-five telephone interviews were conducted and transcribed for documentation in the Fall of 1977. Also, two of the persons interviewed by phone were personally interviewed while in Washington, D.C. All interviews were conducted by the same person.

Respondents contacted were identified by name and affiliated organizations, though they received assurance as to the confidentiality of their identity. It is interesting to note that although persons from the society at-large welcome the exposure they receive by being quoted in a publication, most of the minority women contacted said they did not want their names included. Fear of being scrutinized, possible loss of program funds, and a general lack of self-confidence in their ability to determine their own needs, may explain that posture. They were asked about previous experience in vocational education of minority women and about program(s) they had coordinated. Each was asked to identify the specific minority group and ethnic or language group their programs served and about which they would comment. Specific demographic characteristics of the target population were also requested. All persons interviewed were asked to identify how they perceived the special needs and concerns of minority women with respect to vocational education, as well as to comment on programs and methods which, in their opinion, increase the participation of minority women in the labor force and reduce prevalent inequities. Respondents were also asked to identify special needs or problems they felt were unique to the minority group discussed. Each interviewee provided names of other projects and/or persons for LM&A to also interview.

All interviews were conducted in an informal fashion so as to increase cooperation and establish maximum rapport. Open-ended questions allowed us to deviate from a pre-established format of response while increasing the quality of responses through response clarification and follow-up in areas not included in protocol.

The extent of cooperation and helpfulness to our inquiries were very gratifying. All respondents cooperated fully with our survey procedures and expressed great interest in the results of the final report.

V. DISCUSSION OF SURVEY FINDINGS

V. DISCUSSION OF SURVEY FINDINGS

Introduction

Many concerns were cited in our limited number of interviews. Although we cannot cite them all, this section will briefly highlight some of the more specific and frequent concerns cited. We should, however, first indicate the great interest expressed from the field interviews that the findings of studies to investigate the role of sex discrimination and sex stereotyping in vocational education and related training programs would begin to affect Federal policy. A number of questions were also raised over the accuracy of employment data collected on minority women and the impact such data will have in projecting the training needs of minority women. We trust that the AIR study will be most sensitive to this issue and will assure adequate and proper minority and female participation throughout their project.

Minority Women and Vocational Education

The unemployed minority woman does not have the facility to obtain information about vocational education programs, while the employed minority woman, like other employees, is often dependent upon her employer to provide the training necessary for upward mobility. While the recent trend has been for an increase of training sessions and programs on the part of middle-range and large firms to improve staff performance and improve individual skills for promotion, concern was raised over many minority women employed by small firms with less access to specialized training programs.

Minority women can impact on the design of training programs when incentives such as recruitment, pre-training, and follow-up are offered to firms by community-based organizations. In order to offer these activities, a community-based organization must have the financial and personal support necessary to approach and work with private firms. This suggestion was offered by minority women interviewed and is contained in the Women and Work monograph prepared by the Department of Labor (consult Appendix A).

Although the provision of training opportunities is of great importance to minority women, of equal important is the attitude and bias of the employer. Many women were concerned that employers would still not advance their career status despite acquired skills. The doubt and suspisions of the system, coupled with race/ethnic discrimination, seemed to provide little hope to many of the minority females interviewed.

There is the need for active enforcement of Civil Rights legislation and Federal regulations. Also, the establishment of positive sanctions for enhancing implementation of such programs has not been carefully examined. Our interviews also suggest that a step in the right direction would be for the Federal Government to practice aggressive Affirmative Action and provide ongoing programs in cultural awareness for its own employees, as well as provide greater support for programs to increase female participation in the labor force.

A frequently mentioned source of low-cost training was the local branch of the state university or community college. Many of the innovative programs mentioned for language minority females have originated in the language departments of local colleges. Although these colleges often receive Federal grants to run their programs, these are short-lived. This lack of follow-through which enables "demonstration" and "experimental" programs to be established and subsequently dropped, continues to be a recurrent problem and deserves much attention.

Concern was also expressed about the general availability of programs. In some instances, information about local programs had not been well disseminated. There were also many examples of programs too distant from minority communities. Another limitation was the difficulty in obtaining child care for low-income families and the exhorbitant cost of certain training programs. Still another concern was the unavailability of particular programs much needed and in great demand, yet over-enrolled.

Overall, it was felt that the success of minority women in vocational programs was more greatly determined by the availability of counseling/supportive services and follow-up to program participation. Related to this was the experience of discrimination upon the successful completion of training. A greater number of women are now experiencing difficulty in obtaining certification and entrance into unions. An example of an effective program in this area is the Labor Education Advancement Program (LEAP) of the National Urban League, with offices in 20 cities to aid the placement of women into various apprenticeships. Since 1974, LEAP has placed 302 women in apprentice jobs.

Issues Shared Among Minority Females

The most frequent concern expressed regarding the school system was the lack of minority women who could serve as role models to aspiring young minority women. This lack of role models is compounded by a lack of curriculum materials reflecting minority women in non-stereotypic roles and a lack of guidance counselors of the same race/ethnic background.

These particular deficiences are evident at all levels of education: primary, secondary, and postsecondary. While at the last two levels the deficiencies would seem most pertinent to vocational education, it must be remembered that any discussion of career choice is intimately tied to the individual's self-image which begins forming much before the secondary school level.

Basic to a knowledge of how minority women fare in vocational education and training programs is information on how these programs are perceived by minority constituencies. Among many minority communities, vocational education is seen as a tool for keeping minority persons from advancing their status in the labor market. Thus, vocational education is perceived as one more systemic approach by which minority female students in traditional school settings are tracked into nonacademic programs. Adult women, on the other hand, have all too often derived their benefits from special training programs, whenever available, at a great disruption to the needs of their immediate families.

Our general survey findings tend to cluster into distinct areas of concern common to all minority group females. For purposes of this monograph, we shall briefly summarize the expressed concerns from the field in the following numbered paragraphs.

> 1. There is a profound lack of knowledge about vocational education on the part of individuals who deliver vocational education programs in school as well as those implementing training programs outside of the traditional school setting. Many persons who carry out vocational education programs are not well acquainted with the field of vocational education and its significance. They know amazingly little about the world of education and work.
>
> It is also important to indicate that these persons seemingly operate in isolation to each other and far from the realities of certain constituency groups. There is little sharing of resources and basic information about other vocational education programs within the same localities. And there is even less information about exemplary or successful vocational education and training programs to serve as models. The lack of general resource materials and program guides is drastically evident.
>
> 2. Related to issue #1 above is the lack of existing programs tailored to meet the needs of specific minority females. There is little, if any, understanding of the culture which can relate programs to minority women in meaningful ways. Most assuredly tied into this area is the lack of community involvement and participation in many programs. The community is seldom used as the valuable resource that it can be. Community ownership of programs is therefore rare.
>
> Vocational education programs are too often seen as paired with "dead end" occupations. Those educational programs are viewed by many minority women as a way to put them in "their place" and not as a mechanism for job preparation.

Oftentimes, they are concentrated in limited program areas or traditional female occupations which are an outgrowth of the "nurturer" role, and incidentally, command lower salaries, including limited choices of employment opportunities. It is not surprising, then, that vocational education is not greatly valued by minority communities.

3. Similar to issue #2 above, vocational education training programs were perceived as "too rigid." Programs are not providing options to increase their flexibility to meet the needs of its participants. Access to public transportation, for example, is a necessity, as is neighborhood proximity, and flexible scheduling. The simple accommodation of certain essential needs of program participants goes a long way in assuring the ultimate success of many programs. Programs must go where the people are -- both geographically and figuratively.

4. Dissemination of information on available training programs in community settings leaves much to be desired. Many times the information dissemination process is inappropriate and out of tune with the modes of the local setting. Even advertisement about these programs does little to enhance program participation. Program sponsors must be careful as to what information, on the nature of vocational education and occupational education programs, national minority groups are receiving.

5. The issue on the school's vocational education program is very much tied to the role and function of guidance counselors. These often do not have the competence to provide minority young women with skills that will help them identify their goals and accommodate their own culture in achieving those goals. Although the combination of factors which may hamper her success in achieving occupational and career goals has not been defined through any studies, there are culturally determined concepts which are specific to the various minority cultures and which serve as a determinant of positive self-concept and human potential.

In addition, the traditional counseling styles have proven inadequate for minority women, for these must be conceptualized and individualized within the framework of their own culture, that is, the cultural reference group. Schools to date are still failing to employ counselors with similar cultural mores and values who can be appropriate role models for the minority woman.

There is also the need to get counseling training programs tied to the work setting and less to the educational setting.

6. Much concern was expressed about the lack of sufficient supportive services. These services were perceived to be very shortened. It was felt that many programs could dramatically increase success ratios by reinforcing their supportive services.

Supportive services are those which combine on-the-job training and classroom instruction, as well as additional services, for participants with particular needs. The latter, for instance, may include day care facilities, bilingual instruction or other services. These and other supportive services should always be accompanied by ongoing counseling services.

7. The need for strengthening follow-up services in both adult education and school systems parallel those mentioned above. Follow-up services are needed to: a) determine whether barriers are due to inappropriate training skills or discrimination based on race or sex, b) provide support to women in non-traditional jobs, c) offer placement possibilities, and d) also provide support to employers. Follow-up to job placement is preventive and proactive in function. This type of service should be provided by race/ethnic peers for reasons of cultural support and minimization of discriminatory actions specific to females of a particular race or ethnic group.

8. Programs intended to reach the minority woman cannot be isolated from the job placement or work center. Programs must also encompass a strategy of educating and training the employer, the union, and other job related institutions.

9. Discriminatory entry testing, certification requirements, and licensing procedures create additional barriers for women in job placement. Entry testing for English competency is still being conducted for Hispanics with sufficient training in non-verbal skills. Additional to language skills, many of these tests have not been validated for English-speaking minorities and/or females. Minority females, therefore, must overcome difficult odds to successfully pass such examination.

10. Respondents often asked who was determining goals for minority women. For many programs, minority men have been most active in designing course work and course materials. In other instances, minority men have controlled the selection of minority females into supervisory positions and as board members, thus limiting the effective participation of talented minority females in the world of work. Also, the continuing practice of 'tokenism', the placement of one minority woman to represent the needs of all other minorities and women, must end.

This practice may, in part, explain the lack of recognition of womens' achievements. Women who already have the credentials and experience in vocational education are not being recognized and included in the participation of many programs in private industry, school systems and government operations.

These practices also indicate the need for obtaining accurate data about minority group and sex of persons at various levels of the delivery system of vocational education programs, including the composition of advisory boards and decision-making committees.

11. The issue of recruitment should not go unmentioned. Although strongly related to procedures for program dissemination, issue #4, it also relates to the quality of community involvement and control over programs, issue #9. The most successful recruitment procedures reported were those which had the greatest amount of community leadership and ethnic peer group identification.

12. There were several concerns regarding funding practices that should be addressed here:

a) As previously indicated, most of the funds received for vocational education training programs are for demonstration or experimental-type projects. This means that programs live and die for the duration of the project. No mechanism presently exists whereby these projects are picked up and continued as ongoing programs.

b) Priority has to be set up at the state and national level to use CETA funds specifically for programs for minority women. Most funds appropriated through CETA periodically fluctuate since they are based on the varying unemployment conditions of local jurisdictions. In addition, programs must submit application for funds directly to prime sponsors (local government jurisdictions). In many cases, programs are accepted (and rejected) on a very competitive basis, since training programs must compete with all other training programs seeking CETA training funds, within a politically-charged environment. It is therefore reasonable to assume that training programs with low visibility and ascribed low priority, such as minority women's training programs, are not likely to succeed in seeking funds.

c) Evaluation of programs on a cost-effective basis discriminate against specialized training programs. Historically, programs for minority women cost more, as do other programs for specialized populations. Thus, many present evaluations do not favor these programs because of "exorbitant costs".

13. There is an increasing need to help minority women deal with the complex issue of minorities competing against other minorities in the job market. Too often minorities must compete against each other for the few available funds and scarce job opportunities.

14. As has been already stated, there is a need to involve the Federal Government in assuring equal access to training and apprenticeships in the field of work for minority women. This includes set aside funds from existing or special legislation, priority incentives, and vigorous Federal enforcement towards EEO compliance.

15. There is the need for further information on the world of work for minority women to better understand the unique female role in the history of this country as it relates to her participation in the labor force. There is the need, for instance, to analyze jobs so that women attempting to change careers receive credit for skills already learned, as well as the need to develop mechanisms for aiding minority women to move into high growth occupations.

Minority Female Needs Specific To Race and Ethnicity

The following needs were expressed by minority women as uniquely affecting their specific race/ethnic groups and therefore not unilaterally agreed as an area of concern by other minority groups. These are listed by minority group.

Black Women

- The need to develop programs that take into considerations the socialization patterns experienced by Black females.
- The need to understand and research the special problems of adult Black women who are attempting career changes in order to improve their incomes. This includes an analysis of jobs held and jobs sought to determine where skills might be transferable.
- The need to determine what attitudes are held by Black females toward specific occupations that encourage or inhibit Black females from entering certain careers.
- The need to develop evaluation methods for special vocational education/training programs which will better identify which needs of the participants are met.

Hispanic Women

- Counselors and counselor trainers must understand the identity conflict the Hispanic woman faces as a member of two diverse and sometimes antagonistic cultures; skills must be provided through counseling and support services to help the Hispanic woman with the skills she needs to survive in one culture without rejecting her own.

- The need for research into the career expectations of young Hispanic girls and the expectations of her family.
- Need for more Spanish-English vocational education courses, given the trend toward increase of the Hispanic population and the youth of this group.
- The need to research and train in those occupations which maximize on bilingual skills.
- The need to develop programs with increased sensitivity and support for the large number of Hispanic women who are heads of households.
- A particular need for programs in a sympathetic supportive environment which can deal with the realities of a harsh economic situation, and cultural alienation.
- The understanding that Hispanic is not a homogeneous entity, and Mexican American, Puerto Rican and Central and South American women have varying levels of experience, needs and strategies.

Native American Women

- The need to begin the vocational education awareness process before junior high school because 58 percent of Indian children on reservations drop out of school before finishing sixth grade.
- The need to use the kinship system within tribes to increase the support systems for young Indian girls.

- The need for educators and counselors to understand the values and relationships of Indian families, especially their attitudes toward children which have resulted in a high birth rate.

Asian American Women

- The need to determine the stereotypical view held by potential employers of Asian women.
- The need to provide bilingual education to those Asian women who are not fluent in English.
- The need to research the attitudes of Asian women and their families as they pertain to occupational education.
- The need to determine why young Asian women appear to start out in low paying jobs despite high educational attainment.

VI. CONCLUSIONS AND RECOMMENDATIONS

5. J. Miranda and Associates

CONCLUSIONS

As we have shown in previous sections, the high rate of unemployed young minority women (39%) makes this group a primary target for vocational education programs. Furthermore, the historical experience of growth in the minority population of this country, indicates that the need for vocational education programs will continue to be an increasing reality in this country.

We found a lack of research data on the career aspirations of minority women as well as on the present status of minority women in vocational occupation positions today. Still less information exists on certain minority women, Asian and Native American women in particular, since the 1970 Census. The total information gathered is nowhere sufficient to even tally the frequency of occupations for minority women as is seen for American women in general on Table I in Appendix A. Although we know that minority women do not fare as well in the more specialized occupations, and that even greater differences exist among certain ethnic Hispanic and Asian groups as compared to general statistical indices of white women to minority women, yet our global statistical data is very limited and too strongly relies on the Department of Labor and various Bureau of the Census publications. These latter sources have maintained incomplete and, at times, highly questionable statistics on minority groups; for instance, many DOL statistics do not even include Hispanics as a minority group, and the Bureau of the Census continues to undercount minority groups. It is therefore evident that new statisical data is needed from surveys such as the AIR. These must ensure the inclusion of minority target populations and minority field researchers in every aspect of the data gathering process.

More viable vocational education programs must be available to minority women. Programs must go to where the needs exist. Access to public transportation, neighborhood proximity, flexible program scheduling, and strong support services are key elements in a successful vocational education program. Adequate placement and follow-up must also be an integral part of viable vocational education programs for minority women.

While programs must meet the needs of the target population, they must also provide essential training and developmental needs of prospective employers, unions, and other labor-affiliated institutions to more strongly enhance the cooperation of these sectors of the labor industry with the educational programs offered.

We indicate that minority women share many of the occupational barriers common to majority women, while minority women also maintain special needs unique to their overall status among other women. These needs are specific to their socio-economic class, culture, language, and regional or local setting. Gross generalizations from one ethnic/race group to another can be very detrimental to the provision of adequate programs to all minority groups served.

The above factors cannot be ignored in the identification and selection of case studies of exemplary vocational education programs. A brief monograph such as this can only begin to indicate the potential pitfalls of *a priori* exclusion of factors so key to minority females and critically important in the selection of programs for review.[1] The subsequent section also briefly outlines other topical research areas for inclusion in the variables already formulated for the AIR survey of 100 vocational education programs.

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[1] In the selection of programs serving Hispanic minority women, for instance, it may be advantageous to identify vocational education programs generated by foreign language departments in local community colleges, since many of these have already been found to have a high degree of success and visibility among Hispanic women.

RECOMMENDATIONS

Research Data Collection

In collecting data, all respondents should be identified by ethnicity and language. The design of questions to determine ethnicity should also allow for the easy identification of subgroups (i.e., Hispanic-Cubans, Hispanic-Chicano, etc.) as well as the home language of the respondent.

Research Topics

Topics should be designed to:

- Determine the number of minority women by ethnic groups who participate in the activities below either because of appointment or employment:
  - National Vocational Education Advisory Council
  - State Vocational Education Advisory Council
  - Staff of State Department of Vocational Education
  - Local Advisory Vocational Education Councils
  - Administrators of local and state vocational education schools
  - Teachers in local and state vocational education schools
  - Guidance personnel in state and local vocational education schools
- Determine the level of participation of minority women on the vocational education advisory councils and in administrative, teaching, or counseling staff.

- Determine the geographic location of programs and whether those locations are indeed areas of demographic concentration.
- Assess the adequacy of special training in counseling minority women as received by guidance personnel in state and local agencies.
- Investigate if state and local schools offer alternative counseling approaches (e.g., peer counseling) to minority women.
- Carefully review the type of recruitment practices used by state and local vocational schools to attract minority women as staff and as students.
- Evaluate the procedures and requirements necessary to gain admission to state and local vocational education schools.
- Determine the effectiveness of various aptitude tests used and the nature of their administration to students. For instance, are any of these administered in languages other than English?
- Determine whether cultural awareness programs are given to teachers and guidance personnel and, if so, the quality of the programs offered.
- Determine what supportive services vocational education schools offer (e.g., day care or English as a second language courses).

- Review curriculum offerings for limitations in program areas, cultural biases, and illustrations from the majority culture.
- Look carefully at the job placement efforts made on behalf of minority women graduates from vocational education schools.
- Evaluate differential job placement activities for men, women in general, and minority women.
- Determine if follow-up data are collected on graduates. If so, what is the employment situation of minority women graduates as compared to the entire graduate population?
- Determine the number of minority women employed at the administrative level by various state employment security commissions.
- Determine the number of minority women who participated in training programs offered by various employment security commissions and the occupations for which they were trained.
- Determine the effectiveness of exemplary programs designed to provide training for minority women.

Research Topics Regarding CETA

- Determine the number of minority women, by ethnic groups, who participate either because of appointment to, or employment in, the following CETA activities:

- National CETA Advisory Council
- State Advisory staff
- State Administrative CETA staff
- Prime Sponsors CETA Advisory Boards
- Administrative Prime Sponsor's CETA staff
- Prime Sponsor's job counseling staff
- Prime Sponsor's training staff
- The Advisory Boards of CETA, Title II, Section 303 projects (Migrant Farm Workers)
- The Administrative staffs of CETA, Title II, Section 303 programs
- The job counseling staff of CETA, Title III, Section 303
- The training staff of CETA, Title III, Section 303
- The Advisory Boards of CETA, Title III, Section 302 (Native American) programs
- The Administrative staff of CETA, Title III, Section 302 programs
- The job counseling staff of CETA, Title III, Section 302 programs

o Determine how well minority women fare in funding categories of CETA, Title III, and Section 301, as well as the expenditure of these funds in various categories.

o Determine the level of funding, by state, of bilingual vocational education programs and if these adhere to formulae mandated by the Vocational Education Act.

o Determine the number of bilingual training programs offered by CETA and the amount of funds spent on them.

- Determine the number of CBO's who are under contract to CETA Prime Sponsors to provide training to minority women and the number of minority women receiving such training.
- Determine the job placement activities for minority women receiving CETA training and how they differ from the activities for males.

The attached revisions in the research topics should be made in order to research the extent and scope of programs and services provided and sensitivity to minority women.

Minorities and minority-controlled organizations must be involved in the interview process.

Appendix A: Annotated Bibliography

Annotated Bibliographies of Articles, Reports and Projects in Vocational Education. Bibliography Series nos. 36-42. Columbus, Ohio: Ohio State University. November 1976.

The focus of this annotated bibliography is on equal access and opportunity in vocational education. The articles, reports and project abstracts present an overview of research and implementation in this area.

Johnson, Harry A. ed., Comp. *Ethnic American Minorities: A Guide to Media and Materials*. R.R. Bowker Company. 1976.

The primary purpose of this book is to provide an understanding and appreciation for American Minorities and to present a highly documented, annotated source of instructional materials and media on four major minorities - Afro-Americans, Asian Americans, Native Americans. and Spanish-speaking Americans.

The materials and writings presented in this book draw attention to the roles of these minorities who have been ignored or inaccurately portrayed in curriculum materials depriving them of their heritage, their history and their heroes.

National Conference on Increasing Participation of Black Americans in Vocational Education. VE & TECC Conference Proceedings. Blacksburg, VA: Virginia Polytechnic Institute and State University. March 1977.

This report documents the addresses, panel presentations, reports and workshop summaries presented at the National Conference held in Blacksburg, Virginia.

The report concludes with several specific recommendations and resolutions adopted by the Conference, as these pertain to blacks and vocational education. Among these were recommendations to:

- improve the training of guidance counselors with respect to their knowledge of vocational education
- expose black children to the working world and career choices early in life
- have black institutions of higher learning review their "mission"
- produce educational materials that can be disseminated in the black community
- have the Federal Government provide the monies necessary for the production of materials

Perry, Charles R., Bernard E. Anderson, Richard L. Rowan, and Herbert R. Northrup. The Impact of Government Manpower Programs, In General, and on Minorities and Women. Philadelphia, PA: The Wharton School. 1976.

This book is the result of a study of federal manpower programs that attempt to examine evaluative literature and program statistics in order to determine the effectiveness of manpower programs.

The author discusses the relevance of manpower training to minorities and women. Also discussed were the problems associated in the evaluation of programs which serve minorities and women. Some of the problems encountered were:

- poor statistical data
- reliance on cost-benefit for analysis
- lack of follow up studies
- programs are often community action based and have poor record-keeping procedures

Sheppard, Alan N., George Jones and Janet R. Jones, ed. The Participation of Minorities in Vocational Education Manpower and Career Oriented Programs; Special Focus on Black Americans: An Annotated Bibliography. Blacksburg VA: Virginia Polytechnic Institute and State University. 1977.

This document was the result of an eleven month project funded by the Office of Education's Project BIVE (Black Involvement in Vocational Education).

Nearly ninety publications were summarized with specific conclusions and recommendations. The recommendations address the need for more effective recruitment into programs and the need for linkage and involvement of the Department of Labor and private business in all aspects of training and placement for minorities.

Steiger, Jo Ann M. and Eleanor S. Szanton: Job Training for Low Income Women: The Need for Change. Prepared for: The Secretary's Advisory Committee on the Rights and Responsibilities of Women. McLean VA: Steiger, Fink and Kosecoff, Inc. December 1976.

This report sets forth the issues facing low income women and job training, and provides an assessment of some programs with potential for assisting low income women in upgrading their earning potential.

The report indicates that there are 1.6 million minority women and 3.3 million white women living in poverty in the United States. These figures represent 10 percent of the female population.

This study is particularly important because it analyzes programs not from the viewpoint of its effect on diverse groups, but rather analyzes a group of programs from the perspective of one group of low income women.

This analysis results in general conclusions and specific recommendations directed toward existing programs.

U.S. Commission on Civil Rights. Civil Rights Digest, Chinese, Japanese, Pacific, Korean Americans. V. 9; Washington DC: U.S. Government Printing Office. 1976.

This digest contains articles on the various ethnic groups within the larger federal ethnic category "Asian-Pacific American." The articles provide a historical perspective on the role and status of the Asian-Pacific American in the United States. Several articles address the needs of women independently from that of men.

U.S. Commission on Civil Rights. Civil Rights Digest, Puerto Ricans in The Promised Land. V. 6; Washington DC: U.S. Government Printing Office. 1972.

This issue of the Civil Rights Digest is devoted entirely to an account of the hearing on Puerto Rican problems held by the U. S. Commission on Civil Rights in New York in February 1972. The account of the hearings was written by Piri Thomas, noted Puerto Rican author.

Participants at the hearing stress the need for bilingual education and the problems Puerto Ricans have in the New York City school system.

U.S. Commission on Civil Rights. Civil Rights Digest, Sexism and Racism: Feminist Perspectives. V. 6; Washington DC: U.S. Government Printing Office. 1974.

This issue of the Civil Rights Digest contains articles by women of different ethnic backgrounds. The author attempts to assess the effect of dual discrimination on minority women in jobs, education, and their own self-image.

U.S. Commission on Civil Rights. Toward Quality Education For Mexican Americans. Report VI: Mexican American Education Study. Washington DC: Government Printing Office. February 1974.

This report discusses all phases and activities of the educational process as it pertains to the Mexican American student.

The study concludes that the educational process for the Chicano is one of systemic failure ignoring the educational needs of the Chicano and suppressing their culture and ambitions.

The study makes many specific recommendations tied to the following principles:

- The language and culture of Mexican Americans should be an integral part of the educational process.
- Mexican Americans should be fully represented in educational decision-making positions.
- Federal, State and local governments should provide funds needed to implement those recommendations.

U.S. Department of Commerce, Bureau of the Census. Current Population Reports, Population Characteristics, Persons of Spanish Origin in the United States: March 1976. Washington DC: U.S. Government Printing Office. July 1977.

This report contains a statistical description of the social, economic and demographic characteristics of persons of Spanish origin in the United States.

The report is particularly valuable because information is presented for the subcategories of Mexican, Puerto Rican, Cuban, Central or South American, and other Spanish origins.

Specifically, the report contains information on the age, marital and family status, education, employment, occupation, income, and other characteristics of Hispanic populations in the U. S.

U.S. Department of Labor. Employment Standards Administration. Women's Bureau. Mature Women Worker: A Profile. Washington DC: U.S. Government Printing Office. 1976.

This report provides a statistical overview of mature women workers in the United States. In 1975, nearly one-third of all women workers were 45 years of age or older. This report provides information on income, occupation, marital status, and education attainment among this population.

U.S. Department of Labor. Employment Standards Administration. Women's Bureau. Minority Women Workers: A Statistical Overview. Washington DC: U.S. Government Printing Office. 1977.

This report presents a statistical overview of minority women in the United States. It is important to note that Hispanics are not included in the "minority" category.

U.S. Department of Labor. Employment Standards Administration. Women's Bureau. Why Women Work. Washington DC: U.S. Government Printing Office. July 1976.

This short report provides an overview of economic conditions faced by women and their current position, employment and income status.

The report strongly asserts that women work for the same reasons men do - "to provide for the welfare of themselves and their families."

U.S. Department of Labor. Employment Standards Administration. Women's Bureau. The Earnings Gap Between Women and Men. Washington DC: U.S. Government Printing Office. 1976.

This report presents information on occupation, education, work experience, and income levels of women as they compare to men.

One section of the report presents information on minority women using the Department of Labor defination which does not include Hispanics.

U.S. Department of Labor. Employment Standards Administration. Women's Bureau. *Women Workers Today*. Washington DC: U.S. Government Printing Office. 1976.

This report provides a statistical overview of employed women. Specifically, it provides information on income, occupation, education, and rates of unemployment.

A section of the report deals specifically with minority women using the Department of Labor categories which does *not* include Hispanic women as minority.

U.S. Department of Labor. Employment and Training Administration. Indian and Native American Programs, Fiscal Year 1976 Report. Washington DC: U.S. Government Printing Office. 1977.

This publication presents an overview of the American Indian in employment and the programs administered by the Department of Labor's Division of Indian and Native American Programs.

The funds for these programs were authorized by Section 302 of Title III of the CETA legislation. Also, funds are available in some cases under Title I of CETA.

Also provided is a listing of prime CETA sponsors receiving funds.

U.S. Department of Labor. Employment and Training Administration. Relationship Between Fertility and Labor Participation of Married Women White and Black. Springfield VA: National Technical Information Services. September 1976.

This report presents information concerning the impact of fertility on the labor force supply with a good analytical discussion. The analysis also provides information on the source of racial wage discrimination. The report states that "...that the number of children has a small but significant negative influence on the earnings of married women due to the child's impact on the mother's work experience, level of educational attainment, and associated range of occupational choice."

U.S. Department of Labor. Employment and Training Administration. Women and Work R&D, Monograph 46. Washington DC: U.S. Government Printing Office. 1977.

This report reviews the knowledge that has been gained about women as a result of development projects sponsored by the Employment and Training Administration of U.S. Department of Labor. The research and development projects have included such topics as labor market analysis, the correctional field, methods of assessing the disadvantaged, gaps in earning between men and women, and aspects of the labor market as it concerns women.

The report also contains abstracts of projects upgrading women's employment and suggests support that should be extended to women.

U.S. Department of Labor. Employment and Training Administration. Work Life, Apprenticeship. V. 2; Washington DC: U.S. Government Printing Office. August 1977.

This issue of Work Life Magazine, prepared by the Employment and Training Administration of the Department of Labor, presents a variety of articles on the apprenticeship system in the United States.

The articles provide an overview of the Department of Labor apprenticeship programs and address the efforts to include minorities and women.

It points out that the number of women in apprenticeships remains pitifully small and that an effective way to increase opportunities is for the Department of Labor to set up specific Affirmative Action goals and timetables.

U.S. Department of Labor. Manpower Administration. Womanpower, A Special Issue of Manpower Magazine. V. 7; Washington DC: U.S. Government Printing Office. November 1975.

This special issue of Manpower Magazine (the predessor to Work Life Magazine) is devoted entirely to women's concerns. The articles in this issue focus on women's quest for equality in the work world.

The article "Cinderella Doesn't Live Here Any More" by Mary Ellen Verheyden-Hilliard directly addresses the role of vocational education to prepare girls for a role in the working world.

The author points out that minority women are the poorest of the poor and vocational education does not prepare them for well-paying jobs.

U.S. Department of Health, Education and Welfare. National Institute of Education. Education Equity Group. Women's Research Program. Conference on the Educational and Occupational Needs of Hispanic Women. Washington DC: National Institute for Community Development, Inc. November 1976.

This conference report presents workshops, summaries, and reports prepared for the conference on "The Educational and Occupational Needs of Hispanic Women." The issue of the Hispanic women's role in her culture and how it is affected by the majority culture in the United States was continually raised. The recommendation resulting from the conference heavily stresses the need for more research on Hispanic women to understand her needs, attitudes and the effects the United States culture and school system has had on her.

U.S. Department of Health, Education and Welfare. National Institute of Education. Educational Equity Group. Women's Research Program. Four Minority Women's Conference. Recommendations from the transcript of the conferences. December 1976.

This report is the result of four minority women conferences sponsored by the Women's Research Program of the National Institute of Education. The report contains recommendations that focus on vocational education, guidance, counseling, and other educational concerns. Specific research recommendations are presented for each of the ethnic categories of Hispanic, Black, Native American and Asian-Pacific women.

U.S. Department of Health, Education and Welfare. The Status of Bilingual Vocational Training, Fiscal Year 1976. Washington DC: U.S. Government Printing Office. 1977.

This report provides the reader with information gathered from bilingual vocational education and training projects in the United States. Also, the report presents an historical overview of legislation and funding of bilingual vocational education programs.

In addition, a listing of programs receiving federal funds is provided.

U.S. Department of Health, Education and Welfare. National Advisory Council on Womens' Educational Programs. Toward Educational Equity. A report of the Findings from outreach activities. Washington DC: U.S. Government Printing Office. 1976.

This document was prepared for the National Advisory Council on Women's Educational Programs. It summarizes the findings from outreach activities conducted by the National Advisory Council on Women's Educational Programs. The Council held several public hearings outside of Washington, D.C. and sought written responses from public and private agencies.

The Council's inquiry resulted in two key issues: 1) the development of textbooks, curriculum, guidance and training materials that eliminate latent and obvious sexism, and 2) the development of teaching, guidance and administrative staffs that are free from sex bias.

One section of the report discussed women with special needs, including minority women. It was stressed that not all needs were common to all minority subgroups and that there must be an understanding of the value system of women in subgroups of the larger population.

Vetter, Betty M. and Eleanor L. Babco. Professional Women and Minorities: A Manpower Resource Service. Washington DC: Scientific Manpower Commission. May 1975.

This publication is the most up-to-date and comprehensive publication on professional women and minorities. Statistical data is compiled by the Scientific Manpower Commission from numerous sources and arranged by general subject areas, primarily academic disciplines, for easy reference. Periodic updates to the publication are also available twice a year. It is unfortunate that a similar publication does not exist for minority women in non-professional occupations.

Tables, such as the following, illustrate the kind of information contained in this reference volume. Again, it is unfortunate that minority statistics are not also included in these tabulations.

TABLE I

NUMBER AND PROPORTION OF SELECTED JOBS HELD BY WOMEN, 1973

	Number of Women Workers	Proportion of Jobs Held by Women
Secretaries	2,922,000	99%
Receptionists	423,000	97
Typists	980,000	96
Child-Care Workers	341,000	96
Nurses, Dietitians	879,000	96
Hairdressers, Cosmetologists	354,000	91
Bank Tellers	252,000	88
Bookkeepers	1,393,000	88
Cashiers	864,000	87
Health-Service Workers	1,310,000	87
File Clerks	231,000	85
Librarians	125,000	83
Counter Clerks (Nonfood)	243,000	74
Office-Machine Operators	480,000	71
School Teachers	1,988,000	70
Health Technicians	220,000	70
Food-Service Workers	2,277,000	70
Retail Clerks	1,600,000	69
Social Workers	195,000	55
Office Managers	132,000	42
Real-Estate Agents	128,000	37
Cleaning-Service Workers	680,000	33
Restaurant Workers	160,000	32
Writers, Artists, Entertainers	284,000	32
College Teachers	130,000	28
Accountants	155,000	22
Bank, Financial Officers	81,000	19
Sales Managers	90,000	16
Physicians and Dentists	58,000	9
Science Technicians	75,000	9
Policemen, Firemen	65,000	5-6
Lawyers	12,000	4
Engineers	9,000	Less than 1
Construction Craftsmen	20,000	Less than 1

TABLE II

OCCUPATIONAL GROUP	Employment - 10/31/71			Employment - 10/31/72			Employment - 10/31/73		
	Total	Women	% Women	Total	Women	% Women	Total	Women	% Women
Miscellaneous Occupations	44,156	1,865	4.2	46,619	2,100	4.5	46,376	2,315	5.0
Social Sciences, Psychology	35,375	9,833	27.8	37,838	10,282	27.2	41,378	12,023	29.1
Personnel Management	36,280	20,496	56.5	40,840	21,391	52.4	40,102	21,365	53.3
General Administration	433,578	298,590	68.9	463,902	314,675	67.8	459,927	312,752	68.0
Biological Sciences	43,161	2,762	6.4	44,881	3,033	6.8	43,578	3,047	7.1
Accounting and Budget	105,753	51,570	48.8	114,751	53,669	46.8	114,712	53,647	46.8
Medicine, Dentistry, Pharmacy	98,805	54,897	55.6	105,661	59,386	56.2	106,499	61,518	57.8
Veterinary Medicine	2,325	32	1.4	2,353	36	1.5	2,317	43	1.9
Engineering and Architecture	150,353	1,709	1.1	152,404	1,704	1.1	147,858	1,760	1.2
Legal and Kindred	39,528	20,245	51.2	44,783	21,558	48.1	48,024	23,365	48.7
Information and Arts	19,344	5,788	29.9	19,758	5,944	30.1	19,296	5,915	30.7
Business and Industry	64,725	14,721	22.7	65,726	15,449	23.5	64,755	15,905	24.6
Copyright, Patent	1,716	122	7.1	1,728	121	7.0	1,735	124	7.1
Physical Sciences	44,360	3,995	9.0	41,875	3,709	8.9	40,839	3,529	8.6
Library, Archive	8,426	5,290	62.8	8,587	5,347	62.3	8,512	5,309	62.4
Mathematics and Statistics	13,778	5,410	39.3	14,659	5,487	37.4	14,174	5,193	36.6
Equipment, Facilities, Service	16,877	344	2.0	17,087	358	2.1	15,701	352	2.2
Education	28,837	11,155	38.7	29,815	11,798	39.6	26,579	10,166	38.2
Investigation	43,631	1,458	3.3	44,831	1,748	3.9	44,802	1,907	4.3
Communications Quality Control	20,112	449	2.2	19,345	472	2.4	18,834	544	2.9
Supply	69,195	28,985	41.9	66,988	27,443	41.0	63,608	26,126	41.1
Transportation	41,546	6,599	15.9	41,165	6,438	15.6	41,458	6,263	15.1
Unspecified	*	*	-	418	113	27.0	4,126	827	20.0
Postal	*	*	-	566,396	98,885	17.5	478,571	69,652	14.6
TOTAL	1,361,861	546,315	40.1	1,992,410	671,152	33.7	1,893,761	643,647	34.0

* N.A.

Congressional Hearings

U.S. Congress, House, Committee on Education and Labor, Subcommittee on Elementary, Secondary and Vocational Education. General Issues in Elementary and Secondary Education Part I. Hearings on H.R. 15, 95th Congress 1st session. May 1977. P. 31.

U.S. Congress, House, Committee on Education and Labor, Subcommittee on Elementary, Secondary, and Vocational Education. Sex Discrimination and Sex Stereotyping in Vocational Education. 94th Congress 1st session. March 17 and April 21, 28, 1975.

U.S. Congress, House, Committee on Education and Labor, Subcommittee on Elementary, Secondary, and Vocational Education. Vocational and Occupational Education. V. 3. Hearings on H.R. 19, and Related Bills, 94th Congress 1st and 2nd session. September 1975 - March 1976.

U.S. Congress, Senate, Committee on Labor and Public Welfare, Subcommittee on Education. Review of Vocational Education Programs, 1975. Hearings on Examination and Review of the Vocational Education Program Assistance, 94 Congress, 1st session. March 3, 6; April 11; and May 8, 1975.

Appendix B: Interview Guide

INTERVIEW GUIDE

Name ____________________

Address ____

Phone ____________________

Permission to paraphrase Yes____ No ____

Ethnic Group ____________________

Organization(s), member of, or employed by

____

____

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Background in Minority Women Vocational Education (include papers written)

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Areas of discussion

1a. Urban _____

b. Rural _____

2a. Black _____

b. Hispanic _____

c. Native American _____

d. Asian _____

e. Other __________

3. Age levels

a. Preprimary _____

b. Primary _____

c. Secondary _____

d. Post Secondary _____

4. Special problems (prioritize)

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5. Special needs (prioritize)

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6. Are these problems or needs different from those of women in general?

Yes _____ No _____

7. If yes, explain:

Appendix C: Program Abstracts

ABSTRACT:

BILINGUAL BICULTURAL INSTRUCTIONAL RESOURCES
FOR
VOCATIONAL EDUCATION/TRAINING IN HUMAN SERVICES

For Franco-Americans in Maine, whether recent high school graduates planning to enter institutes of higher education, or adults who have left or completed elementary or secondary school, their options for better employment are minimized by limited bilingual-bicultural vocational training opportunities.

Focusing on the special needs of this population the Project for Bilingual Bicultural Instructional Resources for Vocational Education/Training in Human Services will address itself to:

1. Identifying existing, and developing new, bicultural instructional aids, materials, and individual expertise for application to education/training programs in Human Services;
2. Organizing a statewide mechanism for the dissemination of these materials and resource people to benefit existing or new vocational education programs in the Human Services; and,
3. Serving as a model for replication in other geographic areas and within other vocational education programs and Human Service agencies.

Modules and other instructional aids will be developed by Project Staff with the assistance of consultants with previous demonstrated success in the field of bilingual education.

The bilingual bicultural materials and methods organized and disseminated through this project will encourage innovative approaches in vocational education/training in Human Services settings, and, ultimately, foster improved employment opportunities for Franco-Americans.

ABSTRACT
Bilingual Human Services Educational Consortium

The Bilingual Human Services Educational Consortium is an innovaive, statewide program designed to prepare Franco-American adults for mployment in Maine's human services agencies whose clients include sig ificant numbers of French-speaking citizens. Initiated in fall, 1975, ith seventy-five students at three University of Maine campuses, the rogram expanded to two additional University campuses in 1976. A total f one hundred students are currently engaged in bilingual vocational nstruction, language development, career counseling, and supervised ield work in bilingual settings.

As a result of this successful collaborative effort between the niversity of Maine system and the U. S. Office of Education, one hunred-fifty adult French-speaking citizens of Maine have received educaion and employment opportunities; educational institutions and human ervice agencies have demonstrated their commitment to bilingual vocaional training; and services to a multi-cultural population have been mproved.

This request to the U. S. Office of Education seeks partial suport to expand and improve the current program and provide stipends to rogram participants.

Primary objectives of the project from July 1, 1977, through une 30, 1978 are:

1. To expand the scope of the current bilingual certificate program in gerontology, adding courses from the associate degree program options in: chemical addiction counseling, mental health, and developmental disabilities.
2. To expand the geographic area served by the current project to include the Augusta-Waterville region, making bilingual vocational education available in all areas of Maine with high Franco-American populations.
3. To provide bilingual vocational preparation to an additional one hundred unemployed and underemployed Franco-American adults, enhancing their employability for positions in social service agencies in their home communities.
4. To encourage an on-going consortium among the University of Maine system and cooperating community agencies that will respond to the continuing need for bilingual vocational education in Maine.

PART II: PROGRAM SUMMARY

(Use brief summary statements)

Identify the community problem. Show the relationship of the project to the problems identified in the Invitation to Participate.

Cross-cultural materials and training is unavailable or unorganized for effective use by community/social service institutions planning programs, or delivering services in areas of high Franco-American (F.A.) population.

Is the program basically directed toward (check one): urban ____________, suburban ____________, rural ______________, metropolitan ____________, statewide XXXXXX problems?

State the specific objectives of this project. - Organize, develop and disseminate bilingual-bicultural educational/training aids, workshops, and resource people to providers of health/social services to Franco-Americans.

Set forth a description of the program, activity or service to be provided. Include (1) program content, (2) methods and materials to be employed, (3) faculty resources involved, and (4) where applicable, frequency and duration of sessions. - Establish a statewide network of cross-cultural resources (materials and individuals) to respond to needs of social institutions for staff workshops, ethnic information and bilingual training resources, to improve cross-cultural communication and services.

Beginning and ending dates: June 1, 1976 to May 30, 1977.

List governmental units, private organizations and community agencies cooperating in the project.

Franco-American Resource Opportunity Group
Bangor Mental Health Institute
Title VII Projects
Ethnic Heritage Studies Project
Franco-American Gerontology Program

Describe the group to be served. Estimate the number of participants.

Administrators, human service workers, and others providing social/health services to Franco-Americans. 250 participants in project-sponsored activities.

Describe the geographic location encompassed by the project.

Statewide, although most workshops will be in areas of high Franco-American population, (eg. Aroostook County, Biddeford-Sanford, Lewiston-Auburn.)

Indicate whether the project activity is new, or an expansion or improvement of existing programs. Include any new or innovative features used. - The Project will complement existing related activities (eg. BMHI project) and disseminate new resources statewide upon request.

Describe the evaluation procedures to be used. - Evaluation instrument will be administered to recipients of project's resources. Final project evaluation to be conducted by outside party to determine overall project effectiveness.

Bangor
Dr. Michael Beaudoin
Project Director
Bangor Community College
Bangor, Maine 04401
Tel: 947-0820

Biddeford-Sanford
Ms. Nicole Cécile Collin, Coordinator
York County Community College Services
11 Adams Street
Biddeford, Maine 04005
Tel: 282-4111
or
195 Main Street
Sanford, Maine 04073
Tel: 324-6012

Presque Isle
Ms. Françoise Paradis, Coordinator
37 Preble Hall
University of Maine
Presque Isle, Maine 04769
Tel: 764-0311 x 257

Lewiston-Auburn
Franco-American Project Coordinator
Lewiston-Auburn Center
1250 Turner St.
Auburn, Maine 04210
Tel: 784-7366

Fort Kent
Franco-American Project Coordinator
External Programs
University of Maine
Fort Kent, Maine 04743
Tel: 834-3162 x 131

The Bilingual Bicultural Human Services Certificate Program

The Bilingual-Bicultural Human Services Training Consortium is an innovative one-year certificate program in Human Services (funded through the U. S. Office of Education, Division of Vocational and Technical Training) which began its second year of operation in July, 1976.

Coordinated through Bangor Community College of the University of Maine at Orono, in cooperation with the University of Maine at Presque Isle, Fort Kent, Augusta, at its Lewiston-Auburn Center and York County Community College Services at Biddeford-Sanford, the program serves virtually the entire state, focusing its services primarily in areas of high Franco-American population.

Program Objectives

1. To offer underemployed or unemployed French-speaking persons in Maine a college-level certificate program in human services, with specialization in Gerontology;
2. To recognize and respond to the particular needs of the older bilingual student, and to integrate his/her bicultural life experience as part of the learning process;
3. To develop proficiency and confidence in the use of French and English in human services work by providing the student with bilingual field experience in aging-related community agencies;
4. To make available to the French-speaking aged of Maine needed services in their "mother tongue"; and,
5. To provide aging-related agencies with skilled bilingual paraprofessionals, and promote an awareness of the need for ongoing bilingual vocational training programs.

The courses currently being offered during the two to four semester, 28-credit academic program are:

Introduction to Human Services
Bilingual Oral Communications
Group Processes
Introduction to Gerontology
Interviewing/Counseling
Introduction to Sociology or Psychology
Community Services for the Elderly
Activity/Recreation Leadership
Practicum (field experience)

Eligibility

Application is encouraged from adult Franco-Americans who are either unemployed or underemployed and interested in beginning or continuing a career in Human Services, regardless of educational background. Older persons who feel their limited English speaking ability has previously been a handicap to education or employment are particularly encouraged to consider the program, which is specifically designed to meet their needs. (Students who have not yet received a high school diploma may continue to pursue this while in the program.) Upon completion of the program, the credits (28) may be applied to two or four year degree programs, should a student decide to continue.

Financial Aid/Support Services

Based on the individual needs of each student enrolled in the program, financial aid is available to meet the costs of tuition and books (approx. $600 per year) and other related expenses such as travel and babysitting. To aid the students in the transition from housewife, mother, factory worker, retiree, etc., to the rigorous role of college student, various support services are available. These include workshops to improve basic study skills, tutoring, and mini-courses to assist the adult student with his/her new responsibilities and career goals.

French/English in the Classroom

An innovative aspect of the program is its bilingual orientation. Many of the instructors are bilingual and are effectively teaching and relating to the students in both French and English. Based on the success of the participants last year, it is clear that bilingual, bicultural learning is important for the personal and professional development of French-speaking people. And, it is a belief that is shared by many in the helping professions:

> *"Your project brings to bilingual education for Franco-Americans the social, economical and human elements too often neglected."*
>
> *Normand C. Dubé, Director*
> *St. John Valley Bilingual Education Project*

Practicum Experience

Another exciting aspect is the practicum learning experience. As a result of the students' supervised field placements during the first year, the staff of many aging-related agencies and programs are becoming increasingly aware of the need for bilingual human service workers. Providers and consumers are realizing improved services and understanding through bilingual communication, and look forward to continued participation in the program:

> *"It is indeed time" we realize "the need of fitting services to the people, instead of fitting people to the services. Only in this way can they retain their identity and pride in their heritage."*
>
> *Carroll W. Hussey, Director*
> *York County Community Action*
> *Corporation*

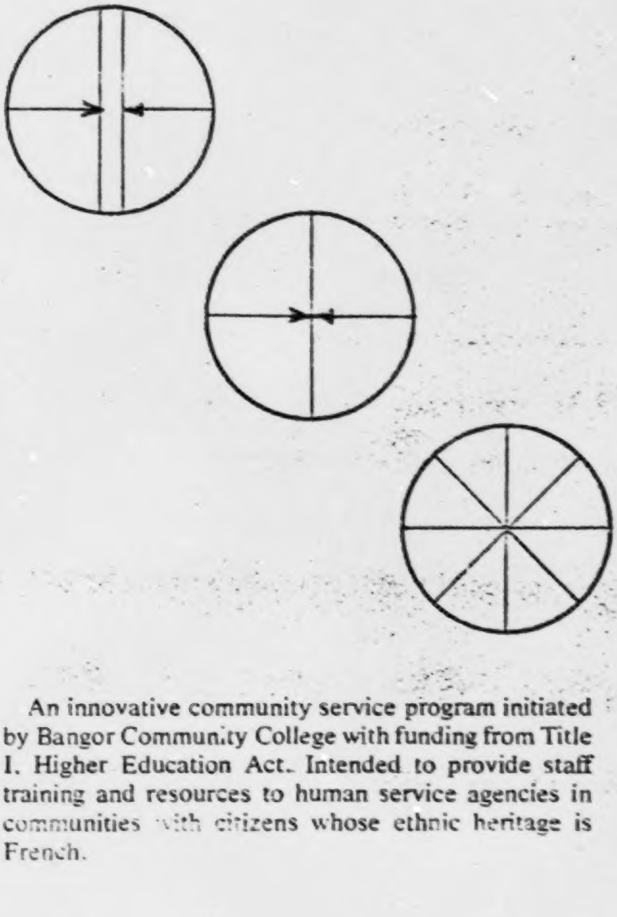
Bilingual education represents equal educational opportunity for Franco-Americans. Through the Bilingual-Bicultural Human Services Training Consortium, their learning needs are being met by skilled, innovative instructors, enthusiastic resource persons, and strong institutional support.

L'education bilingue . . . des meilleurs services aux veillards franco-américains . . . l'opportunité devenir paraprofessionel.

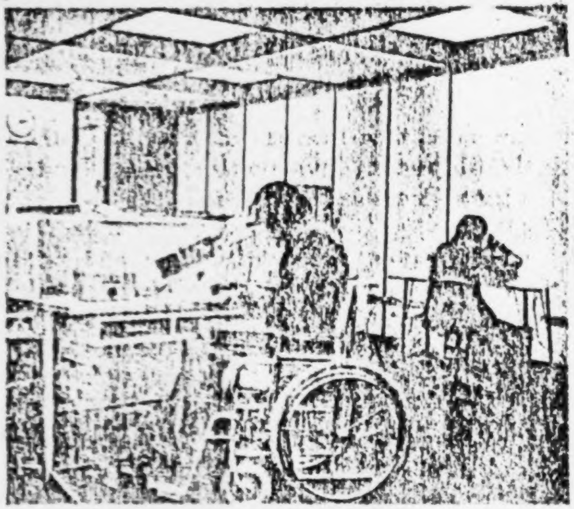
If you are interested in learning more about the Bilingual-Bicultural Human Services Training Consortium, we invite you to contact one of the staff persons listed on the back of this page.

Dr. Michael Beaudoin
CULTURAL AWARENESS TRAINING PROJECT
Bangor Community College
Bangor, Maine
04401

CULTURAL AWARENESS TRAINING PROJECT



An innovative community service program initiated by Bangor Community College with funding from Title I. Higher Education Act. Intended to provide staff training and resources to human service agencies in communities with citizens whose ethnic heritage is French.



EDUCATIONAL ASSISTANCE

Coordinates the Johnson O'Malley, Elementary and Secondary Education Act titles and other flow-through funding programs.

Assists in the development of plans for specific services to Indian students in public or contract schools including advice and assistance in the preparation, renewal, administration and monitoring of JOM contracts with eligible school districts.

Provides for the allocation of funds, project approval and monitoring of programs under NDEA and ESEA, especially Titles, I, II and III of ESEA.

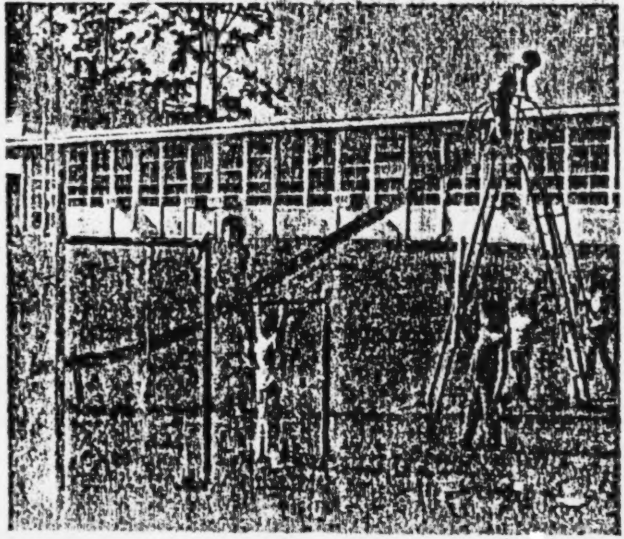
Assists in planning, coordinating and requesting funds from other non-BIA sources such as HEW, foundation grants, etc.

EDUCATIONAL AUDIO-VISUAL SERVICES

Located in Brigham City, Utah; distributes 16 mm educational films to Bureau schools; limited service to public schools with predominant Indian enrollment.

Maintains a still picture file of Bureau activities with prints available for use in schools and publications.

Plans and provides audio-visual materials, including 16 mm educational and documentary films which relate Bureau programs and policies to Indian people; cost of production must be borne by requesting office.



SERVING INDIAN EDUCATION
- Leadership for Change
- Resources for Improvement
- Advocacy of Indian Rights

OFFICE
OF
INDIAN EDUCATION PROGRAMS

Indian Education Resources Center

123 4th Street, S.W.
P.O. Box 1788
Albuquerque, New Mexico 87103
505-766-2602

Morris Thompson
Commissioner of Indian Affairs

William G. Demmert
Director of Indian
Education Programs

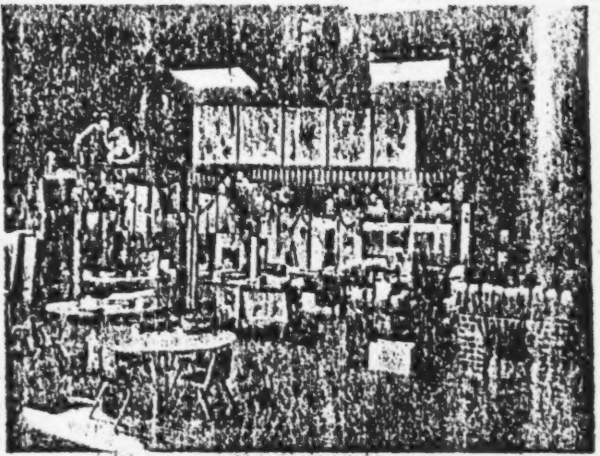
William J. Benham
Administrator, Indian Education
Resources Center

CONTINUING EDUCATION

Consultation and funding advocacy for career education and programs serving handicapped students.

Coordinates the adult education, scholarship and adult vocational training activities and provides interagency liaison between Federal and other agencies that have post secondary programs.

The concept of career education is designed to reach students at all levels so that they may effectively participate in the economic world as productive citizens within the Indian and non-Indian cultures.



SCHOOL FACILITIES

Assistance in the development of long-range planning, educational specifications and budget justifications for school construction.

Consultation on space planning and selection of school sites, procurement of furnishings and equipment for new construction and training for school staff members in the usage of new equipment and facilities.

EVALUATION, RESEARCH AND DEVELOPMENT

Consultative services in curriculum development, evaluation and educational research.

Coordinates the evaluation and review of educational programs which will provide information necessary to effect long-range or immediate improvement in programs.

Reviews new and innovative educational and home living programs for Bureau schools.

Consultant services are available in general curriculum planning, school administration as well as several specialized areas such as cultural arts, bilingual education and ethno science.

Maintains a collection of research data relative to Indian education and is responsible for preparation of IERC publications.

The Chicana Service Action Center

On October 1, 1976 The Chicana Service Action Center Inc., received funds to implement a challenging and innovative project, the Women's Pre-Apprenticeship Program. It will provide women with the exposure, work experience, instruction and supportive services needed to enter non-traditional employment through the actual refurbishment of a publicly owned building.

The Women's Pre-Apprenticeship Program is a project of the Chicana Service Action Center, Inc., founded in 1972 to serve the employment, training, educational, and social needs of women in the Los Angeles area.

The Center's objectives are to help women help themselves by providing assistance in the areas that may interfere with their ability to work and become active members of the community.

Call or visit the Chicana Service Action Center, Inc., at 2716 N. Broadway, Room 8 Los Angeles, California 90032, phone (213) 225-1461

Call or visit the Chicana Service Action Center, Inc., at:

2716 N. Broadway, Room 8
Los Angeles, California 90032
Phone: (213) 225-1461

Funded by Governor's 4% Fund

Chicana Service Action Center
2716 N. Broadway, Room 8
Los Angeles, CA 90032

womens' pre-apprenticeship program

Chicana Service Action Center
2716 N. Broadway, Room 8
Los Angeles, CA 90032
(213) 225-1461

If you:

Like working with your hands,
Are not afraid of trying a non-traditional occupation,
Finish projects once you start them,
Are not afraid of machinery,
Enjoy classes in shop science, mathematics, mechanical drawing, etc.

This program may be for you!

The Womens' Pre-Apprenticeship Program

The Womens' Pre-Apprenticeship Program combines work experience and classroom instruction showing you how you can get into the skilled trades and other non-traditional occupations.

To qualify you must:

Be unemployed or underemployed,
Be economically disadvantaged,
Bilingual (Spanish/English)

You will have an opportunity to:

CLASSROOM TRAINING IN:
- tool identification, usage, maintenance
- trade related vocabulary
- mathematics
- test taking skills
- interviewing techniques
- basic information on apprenticeship programs and non-traditional occupations

WORK EXPERIENCE AND EXPOSURE TO:
- carpentry
- electrical work
- plumbing
- painting
- plastering
- numerous other trades needed in the refurbishment of a building

CETA

The Woman's Work Experience Program of CSAC, Inc., is sponsored by the Los Angeles City CETA (Comprehensive Employment Training Act) passed by Congress in 1973 and is administered by the Department of Labor.

Requirements to participate in this program:

- Live in the central area of the City of Los Angeles (Echo Park, Silverlake, Hollywood).
- Be disadvantaged, low income or welfare recipient.
- Be unemployed or underemployed.

Develop:

Work experience
Self confidence
Basic employment skills

Learn:

Aptitude test taking
Job search techniques
Employer/employee rights

Practice:

Interview techniques
Resume writing
Job procedures

Women's Work Experience Program
2244 Beverly Blvd.
Los Angeles, California 90057

Women's Work Experience Program

2244 Beverly Boulevard
Los Angeles, California 90057
381-7261

Who are we?

The Women's Work Experience Program, a project of the Chicana Service Action Center, Inc., was founded as a center to help meet the employment, training, educational, and social needs of women.

The primary objectives of the program are to avail women the opportunity to gain employable skills, establish vocational goals, upgrade basic educational skills, and develop as a person.

Our goals are achieved through either the Work Experience, On-the-job (OJT), or Management for Women training components. In addition, prior to being placed on a job training situation, prospective employees receive intensive basic employment skills preparation.

lso provided are supportive services to elp overcome personal and nvironmental barriers which can affect ther training, job placement or job tention.

The Work Experience Component

Designed to help women formulate definite occupational goals, acquire employable skills, and gain meaningful work experience by exposure in a job environment. Public or private non-profit agencies that can offer the opportunity to learn a definite employable skill are utilized as work sites. There are no costs incurred by the training agency.

The Management for Women Component

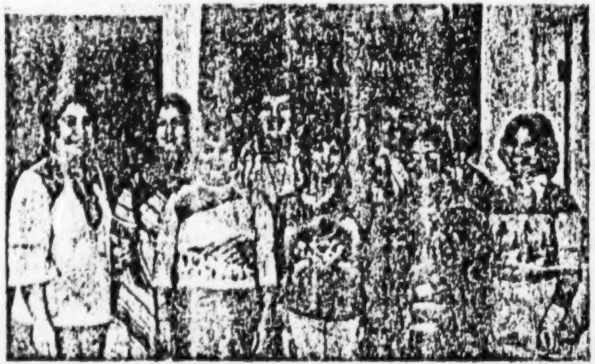
A new, exciting and challenging program to prepare women in a Management/Administrative Internship. This component consists of a combination of classroom and on-the-job training. An administrative Intern first receives intensive basic management methods, techniques, and skills instruction followed by on-the-job training in entry management positions in either the profit or non-profit sector.

The On-the-Job Component

Created to help women obtain entry-level traditional and non-traditional employment. Employers in the private or public sector can provide job opportunities to motivated women hired in meaningful trainee positions. The employer receives compensation for the training costs of each employee.

STAFF

Executive Director...Francisca Flores
Deputy Director......Corinne Sanchez
Project Manager......Elvia Bianez
Instructors..........Laurann Kline
Leslie Richards
Job Site Developers:.Addie Derfler
Chris Mojica
Secretary............Glafira Rodriquez
Intake/Follow-Up Specialist:
Carmen Duran
ACTION Volunteer.....Vicky Bracamonte



CHICANA SERVICE ACTION CENTER
COUNTY PROJECT
4811 Telegraph Road
Los Angeles, California 90022
266-6630

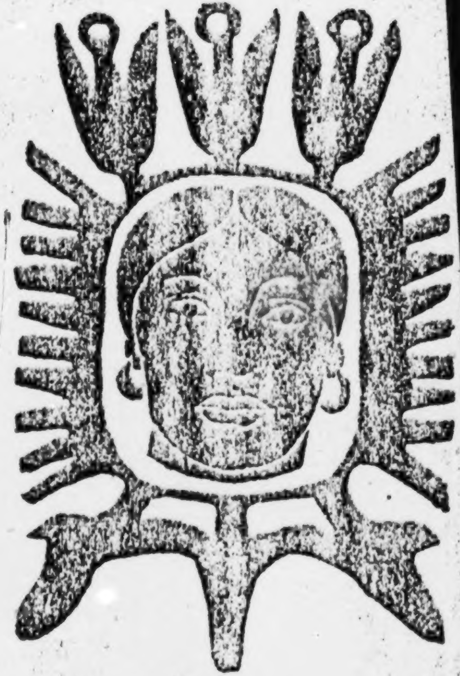
WOMEN'S PRE-APPRENTICESHIP
PROGRAM
2716 No. Broadway
Los Angeles, California 90032
225-1461

WOMEN'S WORK EXPERIENCE PROGRAM
2244 Beverly Boulevard
Los Angeles, California 90057
381-7261

PRE-EMPLOYMENT PREPARATION PROGRAM
7517 1/2 Eastern
Bell Gardens, California 90201
927-6538

WOMEN'S JOB TRAINING PROGRAM
14608 Victory Boulevard
Van Nuys, California 91411

WOMEN'S
JOB TRAININ
PROGRAM



14608 Victory Boulevard
Van Nuys, California

WHY

To meet identified employment needs of economically disadvantaged women residing in the San Fernando Valley.

HOW

The program includes a month's intensive job orientation in the classroom and five months Work Experience or On-The-Job-Training.

The Employment Orientation focuses on development of the personal skills and self-confidence essential to obtain and maintain meaningful employment.

It also provides basic educational training appropriate to job needs, and the preparation of a resume

A five-month employment experience follows the classroom orientation. Each participant is placed at a work site to be given direction and assistance while functioning in an actual work situation.

Participants will be referred to such services as child care, family counseling, health and transportation. Through these services they will overcome personal and environmental barriers which can prevent them from fully participating in the training or employment. This will also provide stimulation for continuous growth for employment opportunities for upward mobility.

WHO

The Chicana Service Action Center, Inc. (CSAC) was initially organized as an agency designed to give specific attention to the employment needs of Spanish surnamed women in East Los Angeles.

In order to extend service in the San Fernando Valley, CSAC has opened a center to serve women of all ethnic backgrounds who are economically disadvantaged and unemployed. The Women's Job Training Program is funded by the Los Angeles City Comprehensive Employment Training Act (CETA), Title I, through CSAC and is centrally located in the San Fernando Valley (MANPOWER AREA 4)

WOMEN'S JOB TRAINING PROG

1 Month Employment Orientation
(Classroom Training)

DEVELOP:
...Employment Experience
...Self-Assertion
...Basic Education Skills
...Basic Employment Skills

LEARN:
...Successful Test-Taking
...Job Procedures
...Employer/Employee Rights and Responsibilities
...Business Terminology

PRACTICE:
...Interview Techniques
...Job Procedures
...Resume Writing

The above experience will be gained through the classroom training and
4 1/2 months of actual
Work Experience
or
3 1/2 months of On-The-Job-Trainin

REQUIREMENTS:
...Live in the San Fernando Valley
...Be economically disadvantaged, low-income or welfare recipient
...Unemployed

The culturally distinct language, habits and values of Franco-American clients often require bilingual skills or bicultural awareness on the part of agency personnel to ensure effective communication and services.

The Cultural Awareness Training Project does not promise a convenient formula for handling every provider-client relationship involving Franco-Americans. What is will do is assist human service agencies throughout Maine who wish to conduct training (with both Franco and non-Franco staff) designed to improve social services for Franco-Americans, many of whom are unintentionally overlooked in the planning and delivery of programs. Our training resources are not limited to staff providing direct services; they are also available to administrators, supervisors and others whose decisions affect agency policy and procedures.

Cultural awareness training will be offered through workshops and consultation of as little as one-half day's duration to a series of scheduled activities. A variety of approaches and resources will be available, utilizing University of Maine faculty, community practitioners, and others with demonstrated expertise appropriate to specified needs. Continuing education units may be arranged for participants.

While this service is available at no cost to eligible agencies and groups, they will be asked to identify resources that could be used to augment those obtained through the Title I grant. Project funds are limited and we may not be able to meet all training needs. All activities sponsored by this project will focus upon cultural communication and understanding, with the goal of helping human service providers to work more effectively within a multi-ethnic society.

Any public or private organization or group providing social services within areas which include Franco-Americans may request Cultural Awareness Training by completing and returning the brief attached questionnaire or by directly contacting project staff at Bangor Community College (Phone: 947-0820) to indicate your interest. We will then 1) meet with you to review training needs; 2) design training activities; 3) identify appropriate resource people and materials; and 4) schedule, conduct, and evaluate the requested training.

To request further information and services from the *Cultural Awareness Training Project*, please complete, detach, and return this section.

1) What service(s) does your organization provide? ____________________

2) Does your clientele include Franco-Americans? ______ 3) Does your staff include Franco-Americans? ______

4) For whom are the resources of the training project intended (e.g. outreach staff, non-Franco staff)? ____________________

5) In what way do you feel this project could be helpful to you? ____________________

6) Whom should we contact to discuss possible training activities with your organization?

Name ______________ Agency ______________

Tel. # ______________ Address ______________

WIDER OPPORTUNITIES FOR WOMEN

CETA PROGRAM - NON-TRADITIONAL WORK FOR WOMEN

Wider Opportunities for Women (WOW) has sponsored an employment program for District of Columbia low-income female family heads since January, 1975. WOW's experience demonstrates that disadvantaged women, placed in stable, well-paid and upwardly mobile jobs, and supported with job-related services, can substantially increase their economic self-sufficiency.

Participants join the WOW program because they recognize the advantages that non-traditional work offers--well-paid and upwardly mobile jobs previously closed to women. Many of these women have held only the dead-end jobs available to women with little or no education and work experience. The women who participate represent all age groups.

The women who are selected participate initially in job preparation which includes remedial work on basic skills, orientation to women in the labor market and the rationale for non-traditional work, group and individual counseling, GED preparation and workshops on job-finding skills. These workshops include sessions on resume preparation and the job interview. WOW also offers testing and counseling sessions for the identification of work-related skills.

~~Former program participants~~ who have succeeded in non-traditional jobs ~~serve as role models for current enrollees,~~ and provide needed information and reality about the working world.

Working with WOW employment specialists, the program places women in job training for such positions as major appliance repair technicians, sewage treatment wastewater operators, route salespersons, computer repair technicians, and service representatives for copying machines.

The WOW program is part of the city-wide manpower plan funded under the Comprehensive Employment and Training Act (CETA) of 1973.

WOW has had ten years' experience developing and working with diverse women's employment programs. It has successfuly piloted a number of work training programs for unskilled women, including a supported work program for women probationers. WOW's experience has demonstrated that disadvantaged women succeed when given the opportunity to work in skilled and technical careers. And success on the job means economic independence for them and their families.

For further information, contact: Elaine Libit
Wider Opportunities for Women
1649 K Street, N.W.
Washington, D. C. 20006
202/638-4868

WIDER OPPORTUNITIES FOR WOMEN

SUPPORTED WORK PROGRAM

The Supported Work Program (SWP) of Wider Opportunities for Women (WOW) offers supported employment for District of Columbia women probationers. WOW is testing the assumption that women probationers can stabilize their lives and become economically self-sufficient through well-paying, upwardly mobile employment. The women are placed mostly in non-traditional jobs and are supported with job orientation, job-related skills, and follow-up support. So far, many of the women have taken full advantage of the opportunities opened to them. Through participation in SWP, their earning potential has more than doubled. Women enter the program with an average income of under $2 per hour and placements have averaged over $4 an hour. The women's families have also benefitted from the positive effects of the women's stable, productive employment.

The Supported Work Program is offered to women probationers referred by the District of Columbia Superior Court. The women who participate are typical of the caseload at the court: median age is twenty-six; they have an average eleventh grade level of education; and the average number of dependents is one. Over 75% are family heads. Almost half of the women have charges against property, with the rest having charges against persons or against the public order.

Prior to placement, the women participate in job orientation groups which provide medical and eye examinations, sessions on developing job-finding and job-maintenance techniques, preparation for the GED and development of job-related reading and mathematical skills. The purpose of this job preparation is to give the women confidence and a positive attitude toward work, plus an understanding of the reasons for non-traditional work. SWP also offers access to community, social and health care services, as needed.

SWP places women in skilled and technical occupations with upward mobility opportunities—jobs not previously available to women. The program works with supervisors to provide positive on-the-job training experience, encouragement and reinforcement for the women. Since the program was launched in June, 1974, women have been placed in a variety of jobs, including positions as welders and carpenters, service representatives for copying machines, and as meatcutter apprentices and meatwrappers. In each of these fields, the program works with employers to design and manage programs which will ensure the success of the women they hire. After placement, SWP counselors are available for support as needed, through on-site visits and individual and group sessions. Trainees remain in the program for one year.

Among the public and private agencies which have cooperated with the program are the District of Columbia Superior Court and its Adult Services Branch, Pre-Term, the George Washington University Reading Clinic, the Washington Eye Clinic, and the Laborer's Joint Training Fund. WOW is working to expand the range of the program, both to other parts of the criminal justice system and to other groups of women offenders. Because the Supported Work Program has important ramifications in such fields as criminal justice, manpower, and women's rights, WOW has received a Ford Foundation grant for an evaluation of the program's experience, its impact and its replicability.

Funding for the program has been a joint effort of the District of Columbia Criminal Justice Coordinating Board (LEAA), the Meyer Foundation, New World Foundation, Public Welfare Foundation, Shaw Foundation, Strong Foundation and, initially, the Bureau of Rehabilitation of the National Capital Area (with an in-kind contribution).

WOW believes that a significant proportion of female offenders can be integrated into society through supported work. The program results so far confirm this belief.

For further information, Contact: Andrea Cleaves or Irene Mosher
Wider Opportunities for Women
1649 K Street, N.W.
Washington, D. C. 20006
202/638-4868

WIDER OPPORTUNITIES for WOMEN
(Formerly Washington Opportunities for Women)

1649 K Street
Washington, D
(202)

Participant's Name: ____________________

Date: ____________________

Social Security Number: ____________________

Phone Number: ____________________

Address: ____________________

Birthdate: ____________________

1. How did you hear about our training program?

2. Why do you want to be in it?

3. How far did you go in school? What year did you leave school?

4. What were your favorite subjects in school?

5. What can you do around the house?

6. Would you rather work with your hands or sit at a desk and type?

7. Do you know any car mechanics, carpenters, plumbers?

8. What tools are you familiar with?

9. Do you have a car?

9. Do you have a valid driver's license?

10. Would you travel 1 hour each way to work?

11. Do you need day care help?

12. How do you spend your day?

13. What was the last job you had?

CETA CERTIFICATION DATE ______________________________

GATB test date ____

GATB test results ________ ________

________ ________

________ ________

COMMENTS:

A Proposal to Develop a Special Experimental Demonstration Project:

AN AFTERNOON LEARNING CENTER for NON-ENGLISH-SPEAKING ADULTS

Rationale and Need:

Southern Chester County has a large population of non-English-speaking adults, largely Spanish-speaking and with a limited educational background. This population, predominantly recent arrivals from Puerto Rico, is of a permanent nature although occupationally related to agriculture. Its size is variously estimated at between 14,000 and 28,000.* Recent studies of this Hispanic community have pointed out a number of their needs which are not being met, often related to inadequate English proficiency and basic literary skills.

On-going attempts are made to increase the social and economic opportunities the southern Chester County Spanish-speaking population by means of a social services and health center (Casa Hispanica) and evening adult English-as-a-second language (ESL) classes under the auspices of the Chester County Intermediate Unit (I. U. 24). These classes are designed to increase the basic English language competency of adults. However, one area of need is evident which is currently not being adequately served—the adult female Puerto Rican population, culturally oriented to not attend evening activities outside the home.

This proposal will address this need and attempt to make basic English instruction available to Spanish-speaking women during daytime hours when they are more able to participate in out-of-home activities.

* estimate, 1975, of the Chester County Council on Addictive Diseases

The project is envisioned as having a long-range objective: to demonstrate a type of pre-vocational adult English-as-a-second language program model which can be easily and inexpensively adopted and adapted by agencies concerned with enhancing pre-vocational minority opportunities, especially for women.

Population:

Southern Chester County, as many areas of the United States, is receiving a steady population growth of Spanish-speaking citizens, often employed in agriculture, food processing, or light industry. Unlike the stereotype migrant farm worker and his family, women and children are not usually employed as wage earners, but form semi-permanent family units. These thousands of family units have heavily impacted their communities in many ways, both as a continuing problem area for public agencies and as an enrichment to their communities. Generally, Spanish-speakers are at or below the established poverty level and must depend on rather than contribute to the economic productivity of their communities.

Public school programs, operating under a variety of mandates, are providing bilingual and English-as-a-second language programs for the Spanish-speaking children. Adult males are able to learn some English "on the job" or have available to them a variety of evening programs in basic and/or vocational English provided through Adult Basic Education programs.

Spanish-speaking women, sociologically the binding force in the Spanish family unit, are by circumstances and by culture often precluded from acquiring an adequate command of English to permit them to realize a higher proportion of their human potential in an English-speaking society.

Hispanic women traditionally do not participate in evening activities outside the home unescorted. Although this tradition is changing as

Puerto Rican women become more urbanized and anglicized, it is still true of the recent arrival and of the more rural female. A good illustration is the make up of the 1975-76 adult evening English-as-a-Second Language program conducted by Intermediate Unit 25. In West Chester, with a more urbanized population, the Intermediate class consists of eighteen women and two men. In Kennett Square, where the population is more rural and agriculturally employed, the ratio is reversed, nine male to every female participant. A few volunteers, working with the YWCA in West Chester first involved Hispanic women in afternoon English programs several years ago and helped to break down the traditions of female non-participation. The program was worthwhile but had no precise instructional plan.

Hispanic women are also apt to be inhibited from continuing formalized instruction due to their responsibilities as mothers. Family sizes continue to be large and childbearing continues over a period of many years effectively precluding many out-of-home activities which English-speaking females can take advantage of.

Lastly, tradition also precludes adult Spanish-speaking women from pursuing classes taught by adult males without being accompanied by their husbands. The result of these cultural factors, family responsibilities, transportation problems and other competing interests is that in the less urbanized areas of Chester County--and by extension not only Pennsylvania, but other states--Hispanic women simply do not have a continuing educational opportunity in which they feel they can participate. Unable to communicate effectively with the greater English-speaking community beyond rudimentary survival--and often not at that level--the Hispanic female is often confined to the cycle of childbearing, child rearing, and hous

an educational lev

years. Vocational opportunities are extremely limited both in number and variety without basic English language skills.

The Kennett Square - Oxford area of Pennsylvania, the center of the mushroom industry, employs large numbers of Spanish-speaking persons, mostly from an educationally disadvantaged background. Kennett has provided special public school programs for Spanish-speaking children for more than five years and recently some evening Adult English programs have been established. The potential adult Spanish-speaking pre-vocational population numbers in the hundreds but females are seemingly reluctant to become involved in existing pre-vocational programs. This project will attempt to demonstrate a method to overcome this reluctance.

Objectives:

The proposed afternoon English-language center has two major objectives centered around its long-term demonstration purpose:

1. To demonstrate a low-cost model of pre-vocational English instruction to non-English-speaking (Hispanic) women which can be easily emulated by local agencies;
2. To provide basic pre-vocational English-as-a-second language instruction to adult non-English-speaking females.

Description of the Project:

It is proposed to establish an English-as-a-second language instructional center designed primarily to serve Spanish-speaking women (but open to all) during the hours 1-4 p.m. The adult ESL center is planned to be located in or in conjunction with the Casa Hispanica in Kennett Square, Pa. The Casa operates a child-care center which will permit women to leave their children while attending English classes or, alternatively, the children can be made an integral part of the English language program.

The Instructional Center will consist of a single room, staffed with a trained teacher of English-as-a-second language to adults (preferably a Spanish-speaking female) and a trained teacher aide (preferably of Puerto Rican background). The Center will be equipped with a wide variety of materials, including several tutorial teaching machines, and flexible furniture to provide for individualized instruction. Hopefully, it will have a "homey" quality.

The ESL Center will attempt to provide:

1. Diagnostic testing of English language proficiency.
2. Individualized English instruction centered around real-life situations, in
3. a setting conducive to participation by adult Spanish-speaking women.

The Center will be open from 1-9 daily, Monday through Friday, from October 1, 1976 through April, 1977. Should funding become available sooner, the Center could open as early as January, 1976. The Center will be a unique thrust to more adequately provide the Spanish-speaking women with necessary English communications skills—in effect a "storefront" English language center.

Instruction will be carefully planned following accepted linguistic and pedagogical progressions designed to maximize the ability of Hispanic women to communicate more effectively in English. Linguistic instruction will be focused around life-experience situations important to the Hispanic mother: child care and health, public service agency requirements, consumerism, and the potential for continuing education and vocational opportunities.

Instruction will be in small group situation, sometimes actually on site in banks, clinics, offices, employment agencies, school offices, etc. Individualized instruction will be available on a one-to-one teacher-student basis or through self-instructional teaching machines to be furnished by the Center for Language Research and Services.

Texts and materials will be furnished to all participants by the Project.

Importantly, English-as-a-second language instruction will not be confined, even at early stages, to oral English. English literary is essential to the adult in our society, especially to become employable, and instruction in English reading skills will commence early in the program.

The Educational Development Center and the Chester County Intermediate Unit, in cooperation with the Hispanic Community, will arrange and provide space for the daytime ESL Center. The Center for Language Research and Services will assist with the instructional program identification training of a teacher (B.S. level) and aide, the selection of materials and tests and provide a professional Spanish-English linguist to assist in materials development.

Students will be actively sought from the Spanish-speaking population of Kennett Square and vicinity. The aide and I.U. personnel will be invaluable. It is estimated that from 15 to 20 students will participate in the initial instruction. Each will be tested and given personal instruction at an appropriate level designed to provide Puerto Rican women with increased English skills in areas of particular need—shopping, child care, school, medical and welfare services, money and personal comfort.

Location and facilities will not be extensive—an adequate but comfortable space furnished with materials, chair, chalkboard, texts, but in a "non-schoolish", hopefully comfortable and relaxed, arrangement. Some teaching machines are available from the Language Center. Instructional computer facilities are available through the I.U. if they are felt to be worthwhile by the teacher.

Staff:

Instruction will be under the supervision and coordination of a senior specialist in teaching English-as-a-second language and involve four resources: The Hispanic Community itself, the support and oversight of the Chester County Intermediate Unit, the English-as-a-second language expertise of the Center for Language Research, West Chester State College, and the coordination of the Educational Development Center.

Project Director:

Philip D. Smith, Jr. (Ph.D., Second Language Education, Ohio State University). Dr. Smith has planned and directed bi-lingual schools, materials, and programs from Kindergarten to Adult. He has been active in bi-lingual education in Pennsylvania since 1968. He currently directs teacher education programs in the B.S. Ed. Bilingual-Spanish and MA/Teaching English-as-a-Second Language. He writes, lectures, and evaluates nationally in bilingual-bicultural education. Dr. Smith will devote one-eighth of his time to directing the project.

Teacher:

Post-baccalaureate preparation in the field of teaching English-as-a-second language. Preferably a female with a fluency in both Spanish and English (Half-time position).

Teacher-Aide:

A Puerto Rican female, preferably with 1-3 years of higher education to serve as (1) a peer model; (2) a facilitator to assist to identify potential students and (3) to act as an instructional aide. Fluency in both Spanish (dominant) and English (adequate) required.

Typist:

A part-time (10 hours a week) clerk-typist will be needed to prepare materials, handle routine correspondence and purchases and to type the Interim and Final Reports.

Evaluation:

Specific objectives of the program include:

1. Extending basic English-as-a-second language (ESL) instruction to adult non-English-speaking women. To be evaluated in terms of the number of learners and contact hours of instruction.
2. Development or adaptation of basic ESL instructional materials for a largely female adult audience (MOST materials are youth or male youth oriented). Measurable in terms of quantity of instructional materials produced.
3. A statistically significant increase in oral English language skills, pre-post, in the student population as measured on tests appropriate to the proficiency level of the students.
4. A staistically significant increase in English literary, pre-post, as measured on Cloze tests to establish the level of participants.
5. An acceptance of the concept of a day-time adult ESL Center as measured by the number of persons who visit or remain at the Center during non-instructional time.

Evaluation will be carried out by means of an Interim Report or Final Report. Outside evaluators will be asked to observe the program and submit critiques both in the Fall and in the Spring.

Administration:

The program will work cooperatively with the community, the Chester County I.U. and the Center for Language Research and Services, but will be administered fiscally by the West Chester Educational Development Center (EDC). The EDC as the local educational agency (LEA) has the necessary flexibility to cross educational and instructional lines and levels to facilitate optimum program development. The Center for Language Research will provide the

Project Director (on a part-time basis) to coordinate instruction and act as liason with all concerned parties. The EDC will act as the financial agency to arrange space, pay salaries, purchase materials, and provide for evaluatio and reporting.

Cooperative involvement with the community will be provided through the currently existing community liaison and adult education programs of the Chester County Intermediate Unit. The proposal has been discussed with their staff and will depend upon their assistance and guidance.

Direct community involvement will be maintained through the advisory board and officers of Casa Hispanica, a community venture in Kennett Square, Pennsylvania, which acts as a Spanish-language input device for a number of involved agencies. Casa Hispanica provides both a child daycare center and a Spanish language medical clinic. The proposed ESL program would complement these.

Projected Schedule

July 1, 1976	Project initialed Identification of personnel
August, 1976	Training of personnel, identification of materials and facilities
September, 1976	Advertising, recruitment, and testing of students
Oct. 1976 - April, 1977	Instructional program
January 1977	Interim Evaluation
May, 1977	Final Evaluation
June, 1977	Final reporting and termination of the Project.

Dissemination of the Project and its results will be by means of the Reports (processed into the ERIC system); by newsletters and professional journals, PDB publications where appropriate and by reporting on the Project at one or more professional meetings at the National level (Teachers of English-to-Speakers-of-Other-Languages).

27 women happily report 'I am studying English'

By JEAN GRABOWSKI
(Of the Local News Staff)

Fela Opia hesitated barely a moment before she spoke. Then, with pride and conviction, she announced, "I am studying English."

And, turning to the woman next to her, she asked, "What language are you studying?"

"I am studying English," Ramona Alicea replied. And so the question went around the room until each of a dozen or so women had been asked and responded in kind.

For Fela Opia, Ramona Alicea and their classmates, speaking and understanding those words is no small accomplishment. Just a few short weeks ago the sentences were only so many meaningless syllables, but now they make as much sense as their Spanish counterparts.

The women are part of a special program offered by La Comunidad Hispana, Kennett Square, and West Chester State College to teach English to the community's Spanish-speaking women. The program began April 5, will end next month and is likely to be offered again next fall.

Meanwhile, 27 women are well on their way to breaking the language barrier.

The course is taught by Migdalia Sierra, a former teacher in Puerto Rico now enrolled in graduate classes at West Chester State, with the assistance of teacher's aide Ermalinda Soto.

"We are trying to emphasize everyday conversation, for cashing a check, going to the store or visiting the doctor," said Miss Sierra.

In this classroom, at least, there are no wrong answers, only a word to be pronounced more precisely, a sentence to be thought out more carefully. And the women seem to enjoy every minute of it.

The class meets three times a week at La Comunidad Hispana and as the students settle into their lessons, their pre-schoolers play in the day-care center upstairs under the supervision of Maria Aceves and Maria Luisa Maisonet. On Mondays the West Chester YMCA sponsors arts and crafts and exercise classes.

Photos by Diane Paxton

STAFF

Bernice Sandler	*Director*	Arlene Fong Craig	*Staff Assistant*
Margaret C. Dunkle	*Associate Director*	Deborah Martinez	*Staff Assistant*
Francelia Gleaves	*Staff Associate*	Connie Reid	*Staff Assistant*
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project on the status
and education of **women**

MINORITY WOMEN'S ORGANIZATIONS

A Partial Annotated List

Although there are numerous minority organizations which have as a major concern the economic, educational and gene welfare of minority people, there are fewer organizations which focus mainly on the concerns and welfare of minority wom This paper lists some of those minority women's organizations.

This annotated list, organized by ethnic categories, is based on information received in response to a short questionnai sent by the project. Each organization is briefly described and the name of a contact person and an address are provided. The li is not all-inclusive: some organizations did not respond to the questionnaire. Others may have relocated their headquarters o changed leadership and consequently did not receive the questionnaire. The project hopes that these as well as other minorit women's organizations will submit information for updating this list.

This list can be used for a variety of purposes, including but not limited to the following:

- as a recruiting tool to alert organizations that publish newsletters of job opportunities, or to expand existing recruiting networks.
- as an aid for identifying minority women for special and/or non-employment purposes, such as
    - service on committees, councils, boards, etc.
    - reading and reviewing proposals
    - participation in conferences as speakers and/or resource persons.
- as a resource for locating minority women speakers and lecturers for women's studies programs, women's festivals and other special events.
- as a mechanism for disseminating information in a targeted fashion to minority women.

I. Asian-American Women

ORGANIZATION OF CHINESE-AMERICAN WOMEN
3214 Quesada St., NW
Washington, D.C. 20015

Pauline W. Tsui, President
(202) 227-1967

The Organization of Chinese-American Women was established in 1977 to promote the equal participation of Chinese American women in all aspects of life in the United States through the advancement of equal rights, responsibilities and opportunities for all Chinese Americans. The organization plans to establish a communications network and will develop an action agenda for Chinese American women. News of the organization is reported in the newsletter of the Organization of Chinese Americans.

II. Black Women

ALPHA KAPPA ALPHA (AKA)
5211 South Greenwood Ave.
Chicago, IL 60615

Ann Mitchem Davis,
Executive Director
(312) 684-1282

Alpha Kappa Alpha, the oldest black college-based sorority in the country has 20,000 active members. Its major focus is the promotion of higher education and service to others. The sorority sponsors educational programs which include career counseling,

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leadership training, and financial aid. The organization's official magazine is *Ivy Leaf*, published quarterly. Annual subscription: $2.00.

BLACK WOMEN'S EMPLOYMENT PROJECT
NAACP Legal Defense and Education Fund, Inc.
10 Columbus Circle
New York, NY 10019

Jean Fairfax
(212) 586-8397

The NAACP Black Women's Employment Project specializes in litigation on behalf of black women workers. Although not a membership organization, the project through the Earl Warren Legal Training Program, provides scholarships for black students in law schools. The project has no publication.

BLACK WOMEN ORGANIZED FOR ACTION
P.O. Box 15072
San Francisco, CA 94115

Eleanor R. Spikes
(415) 387-4221

The goal of Black Women Organized for Action is to "address and act upon issues that affect Black women." This 300-member organization has held workshops on health, the media, and job skills, and has also participated in career conferences in area high schools. A monthly newsletter, *What It Is*, covers issues of national concern to black women as well as to the organization's membership. Annual subscription: $7.50.

COMMISSION ON HIGHER EDUCATION
National Council of Negro Women
1346 Connecticut Ave.
Washington, D.C. 20036

Francelia D. Gleaves
(202) 638-1961

The National Council of Negro Women established the Commission on Higher Education to organize black women to examine and improve the situation they confront in colleges and universities across the country. The commission has concentrated on problems and issues facing black women administrators, faculty, and students, and has issued a working paper, ***Executive and Legislative Agenda for Minority Women and Girls.*** The 15-page paper is available for $2.00 from Commission on Higher Education, Legislative Committee, c/o Elizabeth Abramowitz, 2344 King Place, NW, Washington, DC 20007.

NATIONAL HOOK-UP OF BLACK WOMEN, INC.
2021 K St., NW, Suite 305
Washington, DC 20006

Sharon Tolbert,
Executive Director
(202) 293-2323

The National Hook-Up of Black Women was established in 1975 to provide a communications network for the millions of black women dedicated to improving the status of the black community and black women. The Hook-Up has a program committee which focuses on educational policy, and is developing a talent bank to serve as a resource for private and public employers. A newsletter is published quarterly.

OHIO BLACK WOMEN'S LEADERSHIP CAUCUS
422 W. Princeton Ave.
Youngstown, OH 44511

Eugenia Atkinson

The purpose of the Ohio Black Women's Leadership Caucus is to develop leadership skills and lobby for issues relevant to women and minorities. The 378-member organization has seven caucus groups throughout the state. The caucus holds skills workshops and publishes a newsletter for members.

THE LINKS, INC.
1424 16th St., NW, Suite 102/103
Washington, DC 20036

Patsy Harris
(202) 332-1482

The Links, Inc., an organization committed to educational, cultural and civic activities, has approximately 4,000 women in 160 chapters located in 37 states and the District of Columbia. Each local chapter sponsors programs to implement the national goal to provide enrichment experiences for black youth who are educationally disadvantaged and culturally deprived. A biennial publication is made available to members.

III. Spanish Speaking Women

ASSOCIATION OF LATIN AMERICAN WOMEN
P.O. Box 7523
Oakland, CA 94601

Lisa Gonzales
(415) 562-4338

The major goal of the Association of Latin American Women is to develop leadership skills among latinas and to work towards improving the Spanish speaking community. The group has sponsored conferences and workshops on management and the role of the latina, and has held forums on such topics as displaced homemakers and health. The association's newsletter, *ALAW Report*, is published bi-monthly.

CHICANA RIGHTS PROJECT
Mexican American Legal Defense and Educational Fund
501 Petroleum Commerce Bldg.
210 N. Mary's St.
San Antonio, TX 78205

Patricia M. Vasquez
(512) 224-5476

Although it is a non-membership group, the Chicana Rights Project is a resource agency for combatting patterns and practices of discrimination against Mexican American women. A second office of the project is located at 145 Ninth St., San Francisco, CA 94103.

CHICANA SERVICE ACTION CENTER
2244 Beverly Boulevard
Los Angeles, CA 90057

Francisca Flores
(213) 381-7261

The Chicana Service Action Center is a non-membership agency established to give women the opportunity to upgrade employable skills, establish vocational goals and improve basic educational skills. The center administers a wide range of training and education programs, and also publishes a bi-monthly newsletter. Annual subscription: $5.00, individual, $7.00, library/organization.

LADIES G.I. FORUM AUXILIARY
1401 Enfield No. 102
Austin, TX 78767

Olga Soliz
2102 Wroxton Rd.
Houston, TX 77005

The Ladies G. I. Forum Auxiliary has 4,000-5,000 members in chapters across the United States. Its activities promote the development and training of Chicanas. *MANA Lulac* and *GI Forum*, two newsletters, are published monthly.

MEXICAN AMERICAN BUSINESS AND PROFESSIONAL WOMEN'S CLUBS OF SAN ANTONIO
P.O. Box 28415
San Antonio, TX 78228

Yolanda Rangel
(512) 653-5224

The 67 members of the Mexican American Business and Professional Women's Clubs promote opportunities for the advancement of women. The organization has sponsored workshops on job hunting skills and proposal writing, and provides guidance and counseling services. A monthly newsletter is published for members.

MEXICAN AMERICAN WOMEN'S NATIONAL ASSOCIATION (MANA)
P.O. Box 23656
Washington, DC 20024

Gloria Lopez
(202) 254-8127

The Mexican American Women's National Association (MANA) was organized to provide a national forum by which Chicanas can impact on national issues of concern to them. The association has 200 members in nine states and has held a national training conference. A newsletter is published for members.

MUJERES LATINAS EN ACCION
1823 West 17th St.
Chicago, IL 60608

Luz Maria Prieto
(312) 226-1544

Mujeres Latinas En Accion is a social service and advocacy agent on behalf of latinas. The 100-member group offers career counseling and classes in health, law and latino heritage.

NATIONAL CHICANA FOUNDATION
2114 Commerce
San Antonio, TX 78207

Deuvina Hernandez
(512) 224-7528

The National Chicana Foundation's major focus is research and the application of research in areas of concern to Mexican American women. The foundation holds training seminars on various issues.

IV. Native American Women

NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION
720 East Spruce St.
Sisseton, South Dakota 57262

Hildreth Venegas,
President

The North American Indian Women's Association is a non-profit educational association established to promote the improvement of education, health and family life of North American Indian people. The association also aims to promote intertribal communications and awareness of Indian culture. A newsletter is published. For subscription information, contact Anna McAlear, Newsletter Editor, NAIWA, 3 Hibiscus Court Village, Gaithersburg, MD 20760.

V. Multi-Ethnic

MINORITY WOMEN EMPLOYMENT PROGRAM
40 Marietta St., NW Suite 808
Atlanta, GA 30303

Beverly Lyle
(404) 681-0001

The Minority Women Employment Program, a project of the Recruiting and Training Program, was established with funds from the U.S. Department of Labor. The program assists minority women with college degrees to find technical, professional and managerial jobs in private industry. The program includes counseling, and workshops on resume writing, job interviewing, test preparation and career alternatives. Field offices of the program are as follows:

Delores Crockett
40 Marietta St., NW Suite 808
Atlanta, GA 30303

Charlene Roderick
89 States St. 7th Floor
Boston, MA 02109

Beverly Jackson
Kroger Bldg. Suite 2120
Cincinnati, OH 45202

Gretel Floyd
109 North Akard St. Suite 1700
Dallas, TX 75201

Mary Allen
2626 Calumet Drive
Houston, TX 77004

Lynn Sarpy
1000 Howard Ave., Suite 600
New Orleans, LA 70113

Mable Rice
408 Wright Bldg.
Tulsa, OK 74103

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